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КАФЕДРА ІНОЗЕМНИХ МОВ

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***Навчальний посібник з англійської мови для здобувачів другого
(магістерського) рівня вищої освіти, спеціальності «Початкова
освіта»***

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**Навчальний посібник з англійської мови для здобувачів другого (магістерського) рівня вищої освіти, спеціальності «Початкова освіта» /
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Навчальний посібник з англійської мови для здобувачів другого (магістерського) рівня вищої освіти, спеціальності Початкова освіта рекомендований студентам та магістрантам вищих навчальних закладів, які опановують спеціальності «Початкова освіта» й «Дошкільна освіта». Книгу укладено з урахуванням сучасних методик навчання англійської мови у професійній діяльності. Матеріал посібника слугує ефективним підґрунтям для аудиторної, самостійної та індивідуальної роботи студентів і магістрантів.

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ПЕРЕДМОВА

Навчальний посібник з англійської мови для здобувачів другого (магістерського) рівня вищої освіти, спеціальності «Початкова освіта» створено відповідно до вимог програми з іноземних мов студентам та магістрантам вищих навчальних закладів.

Мета, яку ставили перед собою автори посібника, полягає в підготовці майбутніх фахівців до самостійного опрацювання, читання та розуміння фахово спрямованого навчального матеріалу англійською мовою. Усі тексти посібника тематично співвідносяться з майбутніми професіями студентів.

Посібник складається з двох змістових модулів і 2 Module Tests. Усього посібник містить 12 тем, які розбиті на дві частини: одна опрацьовується студентами під час аудиторної роботи, а частина Self-study має на меті самостійне опрацювання студентами матеріалу, вивченого разом з викладачем.

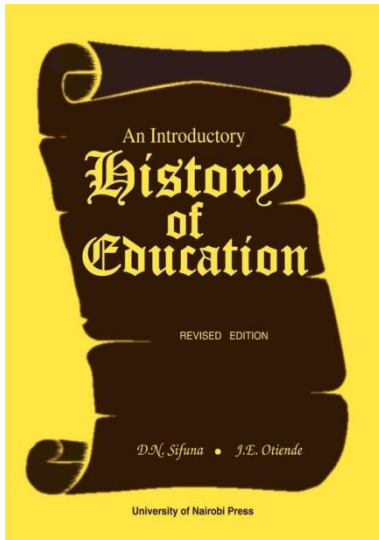
Щодо самих текстів, то їх побудовано з дотриманням дидактичного принципу наростання лексики-граматичних труднощів. Це стосується як дібраних із фахових першоджерел і відповідним чином опрацьованих і адаптованих англійських текстів, так і створених авторами, з використанням тих чи інших джерел. Як ті, так і інші тексти опрацьовувались і вносились до посібника з метою виробити у студентів вміння читати, перекладати літературу зі свого майбутнього фаху, розуміти, орієнтуватися в ній і видобувати з неї необхідну фахову інформацію.

Поряд із основним завданням, що має виконуватись за допомогою цього посібника - навчання читанню та розумінню фахово-орієнтованої літератури, використання його служить також реалізації й іншої мети - вироблення навичок підготовленого і не підготовленого мовлення в межах засвоєної професійної тематики. Саме тому вправи у посібнику поділяються на мовні та вправи для самостійного опрацювання студентом (Self-study). Вправи для самостійного опрацювання виконуються вдома, деякі завдання спрямовують студентів до відповіді на будь-яке питання за текстом, ряд завдань виконується письмово і носить тестовий характер. Мовні завдання виконуються в аудиторії.

MODULE I

THEME 1. FROM THE HISTORY OF EDUCATION

1. Read and translate the text.



The history of education begins with the childhood of the human race and traces its intellectual development step by step to the present times. History of education is the history of man's achievements since he began to keep written records, a period of about seven thousand years. At the beginning education was quite unconscious. In trying to get food, shelter and safety, a man originally learned to observe nature, to use it and to keep away from danger. Experience was the next means of training. This was the beginning of education imparted by the elders to their children.

Asia was the birthplace of civilized cultures. Early oriental people had a definite attitude to education. They were not concerned about the development of individuality and education was dictated to a person. The educational aims of these oriental cultures were to keep traditions, to observe social order and prepare for life. The method of instruction that early men used was through imitation. Children began to imitate their elders first in play. As children grew older, they imitated their elders more closely by participating directly in the hunt, in agriculture, in domestic duties and in religious ceremonies. There were no schools at that time and children got their education in the family.

Greeks and Romans showed more concern for individuality. Children learned writing, reading, arithmetic, music and poetry. Much attention was given to sports in order to bring up strong and healthy soldiers. Schools were set up and instruction was given by teachers.

2. Give Ukrainian equivalents to:

the history of education, the childhood of the human race, step by step, man's achievements, a period of about seven thousand years, at the beginning, quite unconscious, in trying to get food, shelter and safety, education imparted by the elders to their children, education was dictated to a person, educational aims, prepare for life, the

method of instruction, to show more concern for individuality, to give much attention to sports.

3. Give English equivalents to:

розумовий розвиток, до теперішнього часу, вести літопис, спостерігати за природою, остерігатися небезпеки, батьківщина цивілізованої культури, стародавні азіати, певне відношення до освіти, розвиток індивідуальності, дотримуватися суспільного ладу, релігійні обряди, здобувати освіту в сім'ї, лист, читання, арифметика, музика та поезія, виховати сильних і здорових солдатів, були організовані школи, навчання велося вчителями.

4. Give antonyms to the following:

to begin, a child, safety, unconscious, next, definite, social, life, first, elder, more, agriculture, strong.

5. Fill in the blanks with prepositions if necessary:

1. The history ... education starts ... the childhood ... mankind.
2. What is your attitude ... education?
3. The teacher was concerned ... our participation ... the championship.
4. I learned to swim ... imitation.
5. He didn't have friends ... that time and had to spend his spare time ... home.
6. In our country much attention is given ... education.
7. That lecture was given ...Professor Forshow.

GRAMMAR EXERCISES

1. A. Form adjectives using the suffix -OUS: religion, danger, poison, continue.

B. Form nouns using the suffix -ER (OR): teach, instruct, write, imitate, participate, hunt.

2. Write the basic forms of all the irregular verbs in the text:

3. Make the following sentences a) interrogative, b) negative

1. At the beginning education was quite unconscious.
2. Early oriental people had a definite attitude to education.
3. Education was dictated to a person.
4. Children began to imitate their elders first in play.

5. Schools were set up.

SELF- STUDY

HEINRICH PESTALOZZI (1746-1827)

1. Read and translate the text.

Born in Zurich, Pestalozzi was brought up by his mother after his father died when the boy was five years old. This experience started his view, central to his educational outlook, of the importance in early education of mother and home. Strongly influenced by writings of Rousseau, Pestalozzi abandoned ideas of entering the ministry and later the law and became a farmer though not a successful one. An industrial school for 20 orphans, which he set up and in which work and learning were to be combined, was a financial failure. He turned to writing. The work, that made the most powerful impact, was a novel of village life "Leonard and Gertrude", in which he described a form of home instruction where learning was based on immediate observation by children. For example they began arithmetic by counting the panes in the window. His work attracted great attention and made it influential in the development of educational ideas.

In 1798 Pestalozzi was briefly in charge of a school of orphans in Stanz, in Switzerland, and afterwards, his ideas sharpened by experience, he was appointed head of a teachers training college at Burgdorf.

In 1805 he set up the Institute of Yverdon, a magnet for teachers and pupils from many European countries. Pestalozzi's most important book —How Gertrude Teaches Her Children (1801) was based on his experience at Burgdorf.

Essentially, Pestalozzi believed with Rousseau that the primary concern of education is with the individual approach, and that a true method of education must be based on a firm understanding of the way in which children develop. Like Rousseau he believed that the life and operation of school should resemble those of a family, but unlike Rousseau he did not feel that the success of the home or the school called for exceptional parents or teachers or for ideal circumstances. And though he shared Rousseau's concern for individuality, he recognized that a child depends a great deal on his social role for the full development of his powers. Pestalozzi's approach to method initiated the first modern view of learning now widely followed: that it must begin in

experience and lead to ideas and that it must be always within a child's grasp. There must be progress from the simple to the increasingly complex.

2. Read the proper names:

Zurich Pestalozzi Rousseau Leonard Gertrude Switzerland

3. Give Ukrainian equivalents to:

his educational outlook, to abandon ideas, to set up a school, to combine learning and work, a financial failure, immediate observation, to attract attention, head of a teachers training college, the primary concern, on experience, a true method of education, a firm understanding, ideal circumstances, a great deal, within a child's grasp, from the near to the distant, from the simple to the increasingly complex.

4. Choose the right word:

1. Ukrainian school pays ... to mental, moral and physical development of children.
2. The Academy of Science is ... scientific guidance in the field of the natural and social sciences.
3. This child is sick and ... special attention.
4. They had practically no ... in this kind of work.
5. Labour ... and polytechnical principle of ... help a pupil be oriented in modern production.
6. Excursions and pupils' personal ... of nature make up a regular part of school program.
7. My friend wanted to become a teacher like her mother so she entered a
8. There are many ... institutions in Ukraine.
9. Who ... Rector of an Institute? 10. The film was funny and we laughed

in charge of, to call for, attention, instruction, education, experience, a great deal, to appoint, observation, teachers training college, educational.

5. Translate into Ukrainian:

1. A great deal of literature is published in Ukraine on various aspects of education, its history and teaching methods.
2. The primary concern of education is to bring up good human beings.
3. In 1920 Makarenko was appointed head of a rehabilitation institution for young delinquents near Poltava.

4. One of Makarenko's educational principles was combination of instruction and productive labour.
5. I know it from my personal experience.
6. After five years of study at a teachers training college she will become a history teacher at school.
7. Dickens abandoned school very early as his father could not pay for his education.

6. Arrange the following words in pairs of synonyms:

- a) complex, an instruction, a great deal, to abandon, to set up, a college, to attract attention, briefly, important, to resemble;
- b) to give up, difficult, an institute, to draw attention, much, to organize, to copy, shortly, a tuition, significant.

7. Arrange the following words in pairs of antonyms:

- a) strongly, many, true, to begin, after, near, a failure;
- b) false, before, a success, weakly, to finish, few, far.

8. Answer the following questions:

- 1) Where was Pestalozzi born?
- 2) How old was he when his father died?
- 3) Did Pestalozzi's mother or grandmother bring him up?
- 4) Pestalozzi believed that mother and home were very important in early education, didn't he?
- 5) What did Pestalozzi become after abandoning ideas to enter the ministry and the law?
- 6) What school did he set up? Was it a financial failure?
- 7) When did Pestalozzi turn to writing?
- 8) What book by Pestalozzi made the most powerful impact?
- 9) What did he describe in it?
- 10) When did Pestalozzi set up the Institute of Yverdon?
- 11) Did it become a magnet for teachers and pupils from many European countries?
- 12) What was Pestalozzi's idea of school operation?
- 13) Whose concern for individuality did he share?
- 14) What was the leading principle of Pestalozzi's educational method?

9. Ask questions for these answers:

- 1) Pestalozzi was influenced by the writings of Rousseau.
- 2) He set up an industrial school for 20 orphans.
- 3) Yes, he did. He turned to writing.
- 4) Pestalozzi described his teaching experience.
- 5) Pestalozzi's most important book was —How Gertrude Teaches Her Children.
- 6) No, he didn't. Unlike Rousseau he believed that success of the school did not call for exceptional teachers.
- 7) According to Pestalozzi a child's development depends a great deal on his social role.

10. Combine the words into sentences. Translate them into Ukrainian:

- 1) last, attracted, his, much, book, attention.
- 2) son, a, education, good, very, received, her.
- 3) in, developed, century, countries, capitalism, the, European, nineteen, in.
- 4) influenced, Rousseau, outlook, Pestalozzi's, educational.
- 5) his, bring up, why, him, did, grandmother.
- 6) experiment, the, much, for, success, this, of, work, called.
- 7) approaches, modern, to, problem, different, this, scientists, has.
- 8) she, did, town, her, when, abandon, native
- 9) is, method, observation, important, an, scientific.

11 Complete the sentences from the text:

- 1) Pestalozzi was brought up..... .
- 2) Strongly influenced.....
- 3) The work that made the most powerful impact.....
- 4) Pestalozzi was briefly in charge.....
- 5) Like Rousseau he thought.....
- 6) Though he shared Rousseau's concern for individuality.....

must be equal in the eyes of their teacher. A teacher who wants to improve his pupils must be patient. His patience will be tried dozen times a day. There will always be the child, who needs something explained ten times before he understands or the child who is constantly distracting others. To lose one's temper is to lose one's dignity and to lower oneself in the eyes of one's pupils. One of the most important qualities of a good teacher is humour. The real purpose of humour in teaching is to link the teacher and the pupils through enjoyment. A very wise old teacher once said: —I consider a day's teaching is wasted if we all don't have one hearty laugh.

The teacher must treat different pupils differently. He must have a way with them. To do this he must be a good psychologist. If he knows his pupils' characters he will be able to adapt his teaching to their differences. No doubt you realize what a hard job it is to live up to your chosen profession. And you should do your best to be worthy of it.

2. Practice the pronunciation of the following words:

Inseparable, final, avoid, type, self-improvement, firm, example, improve, enlarge, growth, scope, just, own, fair, preparation, patient.

3. Give Ukrainian equivalents to:

therefore, avoid the sort of feeling, to be a success, room for self-improvement, library of his own, to run extra-activities, out of place in school, to be interested in their growth, just and fair, to lose one's temper, to treat, no doubt, do your best, to be worthy of something

4. Give English equivalents to:

Невід'ємно від навчання, щомісяця, продовжувати вчитися, читати, експериментувати, будь-яким можливим способом, відданий роботі; чекати останнього дзвінка, вдосконалюватися, рівень знань вчителя, терплячий, втрачати чиясь гідність, гумор, по-різному, хороший психолог.

5. Answer the following questions:

- 1) Must a good teacher know what he teaches?
- 2) Can we separate teaching from learning?
- 3) Education is going forward, isn't it?
- 4) What must a real teacher do to be a success?
- 5) What can you say about self-improvement for a teacher?

- 6) The teacher must not be devoted to duty, must he?
- 7) What does the teacher do outside of school hours?
- 8) Do you think the teacher may be asked to run extra-activities?
- 9) What kind of them do you know?

6. Model: There is always room for self-improvement.

Write four sentences according to the above construction, e.g.: There was room in the bus, why didn't you take it?

7. Model: The waiting-for-the-final-bell type of a teacher is out of place in school. Write four sentences according to the above construction, e.g.: Such students are out of place in our college.

8. Model: To lose one's temper is to lose one's dignity.

Write four sentences according to the above construction, e.g.: I don't like Jane, she often loses her temper.

9. Models: teacher = teach + er

writer = write + er

Nouns are formed from verbs with the help of suffix -er. Complete the following sentences. Pay attention to the articles.

1. A person who smokes is called... .
2. A person who advises another is called... .
3. A person who begins something is called... .
4. A person who organizes things is called... .
5. A person who buys things is called... .

10. Model: unimportant

The adjective "unimportant" is formed from the prefix UN + important. UN = NOT, and therefore "unimportant" means "not important ". To put UN before an adjective is a very common way of forming negative adjectives.

Make the following adjectives negative: kind, just, fear, successful, worthy, equal, wise.

11. Tell about the qualities which a teacher must either have or develop in himself.

SELF- STUDY

K.D. USHINSKY - GREAT UKRAINIAN EDUCATOR

1. Read and translate the text.

K.D.Ushinsky was in the fullest sense of the word, the founder of the Ukrainian primary school and pedagogical training for teachers. His contribution to Ukrainian education was great. Ushinsky's pedagogical ideas outstripped his time in many ways and were implemented only in the 20-th century.

His works are not only of a historical value today but greatly assist the course of the genuinely people's education that was the lifetime dream of the outstanding pedagogue, patriot and citizen.

Ushinsky was born in 1824 in Chernigov gubernia in the family of a well-to-do landowner. He learned very early to study independently and, after making a fine record in the gymnasium, Ushinsky enrolled in Ukrainian University at the age of 16. He graduated from the University with high honours when he was 20 years old. Two years later, despite his youth, Ushinsky was appointed professor of Jurisprudence at the Demidov Lycee in Yaroslavl. His lectures were an immediate success for they were based upon his already considerable erudition. It was then that Ushinsky started criticizing the present educational system in Ukraine and was forbidden by the Ministry of Education to teach even in elementary school.

In 1855 many teachers who had lost work before could find job again. In 1859 Ushinsky was appointed inspector of Smolny Institute in St. Petersburg. In 1860 Ushinsky became editor of the Journal of the Ministry of Education and in two years completely changed its character. Under his editorship its focus was centered upon real problems of teaching, theories of pedagogy and psychology, accounts of educational activities and criticism of current pedagogical literature. Smolny Institute became a laboratory to which were directed the eyes of everyone interested in education. Ushinsky's name became popularly known throughout Ukraine and at the end of his three years of work there he was already well-known as one of the foremost teachers and guides of educational movements in Ukraine and as a teacher of teachers.

Ushinsky was not only concerned with Ukrainian affairs but was a devout patriot.

One of the basic principles of his pedagogical system is the inculcation of a feeling of patriotism in the young. In his early articles he expressed this view and never changed his basic concept that —education must be based on patriotism. Ushinsky thought that this could be done best with the help of native language, taught at school. One of the most famous works "Ridne Slovo" (Native Word) was a series of readers for Ukrainian children designed to give them greater love and respect for their national literature.

Ushinsky believed that education should devote itself primarily to the formation of character. Here a special attention should be paid to the development in the pupil of the habit of work. According to Ushinsky, —life without serious work can neither be worthy nor happy.

Ushinsky underlined the personal influence of the teacher as an educational force. He put forward the idea of setting up teachers seminars to train teachers for their important and responsible work.

Ushinsky was interested in foreign educational systems. He made trips to Germany, Switzerland, France, Italy and Belgium to observe school organization there. His first impressions after visiting Swiss institutions were published in the Journal of the Ministry of Public Education in 1862-63 in seven letters as 'Pedagogical Travels in Switzerland'. These letters are not only valuable material for Comparative Education but are literary masterpieces of the Ukrainian language. Ushinsky analyzed merits and defects of foreign educational systems always comparing them with actual conditions in Ukraine.

After coming back to Ukraine from abroad in 1867 Ushinsky devoted his energies to St. Petersburg Pedagogical Society. He travelled, lectured, held conferences and interviews and continued his research and writing. Such a program was too much for his already weakened health. Ushinsky's death in 1870 was mourned not only by teachers, but by all progressive people in Ukraine, not only in the capital but in the most distant corners of the country.

2. Form 10 questions covering the main idea. Ask your fellow-student to answer them.

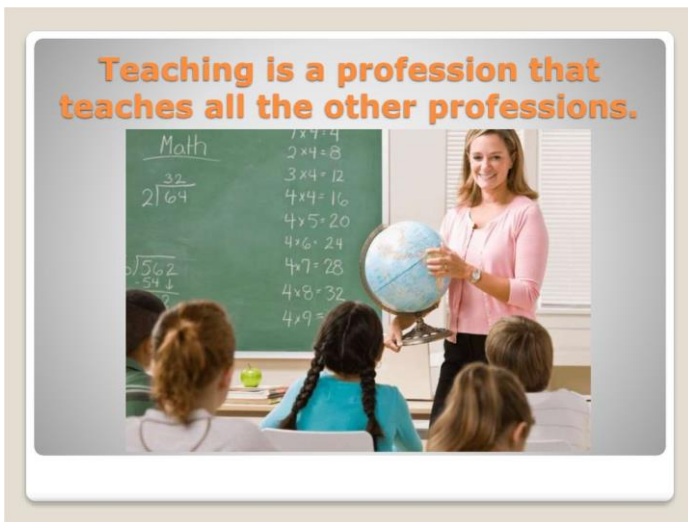
Concentrate on: 1) Ushinsky's contribution to Ukrainian education.

2) Ushinsky's educational views.

3) Ushinsky's interest in foreign educational systems.

THEME 3. TEACHER'S PROFESSION

1. Read and translate the text.



Teaching is a very difficult job of great responsibility and most specific character. There is a wide variety of work in teaching. A good teacher is not only a communicator of knowledge but a model of competence. He forms attitudes to his subject and attitudes to learning, becoming himself a symbol of education process, a person who is learning as well

as teaching. While communicating with children a teacher studies them closely to discover their interests, their strength and weaknesses, their needs and abilities. Thus a good teacher always regards capacities his pupils have, trying to temper his teaching methods to children's abilities and aptitudes. He builds his work upon what he learns about his children.

An environment should be created to stimulate children to develop their abilities and satisfy their interests. 'Climate' of a classroom depends on the nature of personal relationships between a teacher and his pupils. These relationships should be founded on respect for a person. Thus a primary condition of creating a good atmosphere in class is that everybody in it respects everybody in it. Teacher's authority will be ensured by respect of his pupils, because his knowledge and skill are greater and better coordinated and his thinking is at a higher level than that of his pupils. His commands are likely to be respected and obeyed then.

It is a purpose of education to liquidate ignorance. But it is also the function of education to help children to live in the community, to prepare them for real life situations. Social development is paid just as much attention to as intellectual development. School becomes a place of work and play, of living and learning. A teacher takes an active part in shaping of child's character, fostering honesty, kindness, loyalty, cooperation and respect for ideals.

Quintilian, the prominent Roman school master, wrote in his —Institutes Oratoryll («Про виховання оратора») published about 95 AD the following about a teacher and his work: ‘Let him adopt a parental attitude to his pupils. Let him be free from vice himself. Let him be strict but not austere, kind but not too familiar: for austerity will make him unpopular, while familiarity breeds contempt. He must control his temper without shutting his eyes to faults requiring correction. His instruction must be free from affection, his industry great, his demands on class continuous, but not extravagant. He must be ready to answer questions and to put them unasked to those who sit silent. In praising the answers of his pupils he must be neither grudging nor over-generous. In correcting faults he must avoid sarcasm and above all to discourage industry’.

Here is an exacting job, but those who are well equipped for it will have a happy and satisfying life.

2. Give Ukrainian equivalents to the following:

a wide variety of work, a communicator of knowledge, a model of competence, to study closely, to temper methods to children's abilities, to form an attitude, the nature of personal relationships, his commands are likely to be respected and obeyed, a primary condition, to create an environment, at a higher level, to foster honesty, to shape a child's character, familiarity breeds contempt, continuous demands on class, he must be free from vice, neither grudging nor over-generous, above all, to adopt an attitude, to discourage industry

3. Choose the right word:

- 1) One of the most important tasks of the October Revolution was ... illiteracy in Ukraine.
- 2) Our school creates good ... of education for the younger generation.
- 3) Radium was ... by Maria and Pierre Curie.
- 4) To make his work more successful a teacher should ... his pupils' interest.
- 5) In kindergartens children learn ... with each other.
- 6) His report was good and the teacher ... him.
- 7) I ... him for his broad erudition and knowledge.
- 8) Thanks to his ... he could prepare for examinations in a short period of time.
- 9) What are your ... to this teaching method?

- 10) Many films tell about ... between teachers and pupils.
 - 11) Children's ... can be developed in course of studies.
 - 12) Sport helps ... a child's character.
 - 13) Psychologists say that there is no limit to the ... of our memory.
-

abilities, to liquidate, to discover, to communicate, to respect, conditions, industry, to praise, relationship, to shape, to regard, attitude, capacity

4. Write out English equivalents of:

створити гарну атмосферу, сформувати характер дитини, працьовитість, хвалити, здібності, поважати, умова, відривати, ліквідувати, на високому рівні, особисті відносини, навколишнє середовище, контролювати себе, враховувати

5. Arrange a) and b) in pairs of synonyms:

a) difficult, to communicate, prominent, to praise, honesty, to stimulate, extravagant, fostering, to liquidate, faults, to control, closely, to regard, to require, to shape, to discover, community, ignorance, purpose

b) to find, society, to check, thoroughly, to approve, inculcation, to instigate, to contact, to form, mistakes, to eliminate, to consider, to need, hard, outstanding, integrity, task, inordinate, illiteracy

6. Arrange a) and b) in pairs of antonyms:

a) wide, always, primary, to respect, to obey, real, to give attention, kindness, to be free, silent, to discourage, abuse

b) to be busy, to encourage, praise, narrow, noisy, secondary, to contempt, never, to disobey, to ignore, unreal, evil

7. Answer the following questions:

- 1) What can you say in general about teacher's work?
- 2) A teacher forms attitude to his subject and to learning, doesn't he?
- 3) What does a teacher have to regard in his work?
- 4) Is it necessary for a teacher to know his pupils' abilities and aptitudes? Why?
- 5) Why is it important to create a good atmosphere in class?
- 6) What does "climate" of a classroom depend on?

- 7) Should personal relationships between teacher and pupils be founded on respect or fear?
- 8) What do children mostly respect their teacher for?
- 9) When are teacher's commands likely to be obeyed?
- 10) What are the chief tasks of education?
- 11) Which qualities does a teacher foster in children?
- 12) Do you think that school should become a place of living and learning?
- 13) When does teaching bring satisfaction and happiness?

8. Ask 5 questions about the text. Concentrate on:

- 1) Teacher's authority.
- 2) Quintilian's recommendations to teachers.

9. Fill in the blanks with prepositions where necessary:

The young men and women who go to teach have to be responsible not only ... small children, but ... the whole community. Each child has a different character and the teacher has to discover and direct the best qualities ... his children.

But the duties ... the teacher have not ended when children go ... home ... school. Most ... his spare time is again devoted ... teaching. Our country may be proud ... faithful sons and daughters teaching ... very far-away villages. These young people are ready to give their lives ... the good ... their country, especially ... the struggle ... ignorance, the greatest enemy ... mankind.

10. Combine the words into sentences and translate them into Ukrainian:

- 1) discover, on, school, new, a, entering, children, world.
- 2) with, character, child's, growing up, of, along, shaping, his, goes.
- 3) are, enrolled, musical, good, children, in, abilities, schools, with, music, special.
- 4) only, of, liquidation, education, the, of, task, not, ignorance, is.

SELF -STUDY

THE TEACHING PROFESSION

1. Read and translate the text.

What kind of men and women do we want in the teaching profession? There is a good deal of relevance in the old gibe that 'Those who can, do, those who can't, teach.' There is relevance because it reveals the fact that teaching, even today, is scarcely a profession. There are university lecturers whose discourses reveal that they know nothing whatever about teaching; there are educational administrators who act in a way that shows that they have never stopped to consider for one moment the obligations due to members of a profession; there are teachers whose actions sometimes indicate little of the sense of responsibility which is the mark of a professional person. And finally, there is the public which still in so many cases thinks that the teaching profession exists simply to keep Johnny off the street between nine o'clock in the morning and four o'clock in the afternoon. Not yet, in fact, have we decided the kind of people we need as teachers and the kind of conditions we need to attract them.

What kind of people do we want? The two essential qualities are intellectual distinction and sympathetic understanding of young people. A teacher should have the sort of mind that retains a smack of radicalism through life. This will enable him to keep one foot firmly planted in the future where the test of his work will lie. At the same time he needs a great measure of human understanding and sense of responsibility which will enable him to play his part in forming the character of young people. To both these tasks he must bring confidence and enthusiasm in greater measure than the powers of criticism which he must also employ. For one of his jobs is to help adolescents to believe in themselves. There are other very important but not essential qualities. Teachers are lucky if they also happen to be all-rounders, versatile both in mind and hand, ready to meet the young on ground of the young's own choosing and so to canalize young enthusiasm down ways that already been approved. They are also lucky if they have administrative gifts because young people are attracted by the well-organized enterprise, and yet being accustomed to the standard in efficiencies of adult existence. They have another advantage if they are clearly people who live in the macrocosm of the school world. For

adolescents can be greatly influenced when they feel that they are being taught by mature men and women who are prepared to regard them as young adults rather than overgrown children. Composed of men and women with these qualities, backed up by efficient, business-like administration, and led by a head with a talent for getting the best out of his team, a school should be able to carry out its tasks. The results, of course, lie far in the future.

2. Find the answers to these questions:

- 1) 'Those who can, do, those who can't, teach.' Do you agree with that?
- 2) Is teaching a profession to your mind?
- 3) There is the public which still in so many cases thinks that the teaching profession exists simply to keep Johnny off the streets between 9 o'clock in the morning and 4 o'clock in the afternoon, is there?
- 4) What are the two essential qualities of a good teacher?
- 5) What kind of mind should a teacher have and what for?
- 6) What will enable a teacher to keep one foot firmly planted in the future?
- 7) Can you name other very important but not essential teachers' qualities?

THEME 4. ELEMENTARY EDUCATION

1. Read and translate the text.



The elementary school provides the basis for all further education. The tasks of the elementary school are to teach the child to read, write and do sums, to provide an introduction to nature study and the social sciences, as well as to aesthetic,

vocational and physical training (or physical education), to develop the child's powers of reasoning. The subjects studied in elementary school are: native language, mathematics, nature study, shop lessons, music and physical training. The entire complex of tasks is resolved in the full range of the curriculum according to the age-determined abilities of the pupils.

The course of language study includes grammar, reading, spelling, speech development, penmanship and the fundamentals of composition. Reading classes teach the child to read aloud, both expressively and quickly, and instill a love for books. The grammar lessons provide the fundamentals of grammatical structure. Much emphasis is placed on the ability to express one's thoughts logically and well.

Mathematics provides an introduction to numbers and the four rules of arithmetic (from ten to numbers expressed by several figures), measures of time, length, weights, square measurements and simple fractions. Much emphasis is placed on doing problems and sums orally. There are elements of plane geometry and an introduction to algebra (symbols, composing formulae and using formulae in doing problems).

Elementary nature study provides an introduction to plant and animal life, as well as a study of the earth, seas and air. The children learn the geography of their native land, the fundamentals of anatomy and hygiene. Excursions and their own personal observations of nature make up a regular part of the course. Simple experiments are conducted. The preservation of wildlife is taught, and the children take part in planting

trees and flowers and caring for them.

Shop (or handicraft) lessons teach children arts and crafts. There are outdoor classes on the school garden plot where they lay out the vegetable beds, prepare them for sowing and conduct simple experiments in botany.

Art classes include drawing from life and applied art. The aim is to teach the children to draw and to develop their taste and interest in art.

There are also talks on great artists and art treasures. The art classes are tied with the classes in reading and shop.

Music and singing classes aim to develop the child's ear for music and encourage a sense of music appreciation. The children at school have their own choirs, orchestras and music clubs. Physical training is one of the most important elements in child's all-round development. In elementary school children exercise with large and small balls, do exercises to improve posture and sense of balance and participate in field-and-track activities (walking, running, jumping, etc.). Gym classes are held outdoors on the school's playing grounds, at stadiums or in children's parks.

Elementary education is the stepping-stone to secondary education. In elementary schools one teacher conducts all the classes, while several teachers take over beginning with the 4th grade. Special care is taken to help the children over this psychological barrier.

2. Give Ukrainian equivalents to the following words and phrases:

basis, to provide, further education, a four-year period, an introduction to nature study, social sciences, aesthetic education, vocational training, shop lessons, age-determined abilities, composition, penmanship, to instill a love for books, fundamentals, the emphasis is placed on, an introduction to numbers, the four rules of arithmetic, square measurements, elements of geometry, doing problems, plant and animal life, personal observation, to make up, the preservation of wildlife, to care for, vegetable beds, applied arts, art treasures, to develop a child's ear for music, all-round development, a stepping-stone, a psychological barrier.

3. Choose the right word:

The principal documents determining the content of school education are... . A ... is

a state document establishing the ... to be ... at a school of a particular type. Curricula include humanities, ... and mathematics, and ... , shop ... , ... and ... classes, ... training. Such a structure of curricula ensures the ... of pupils.

Over the past decade the content of ... has been updated. The most significant changes have taken place in ... school. ... have shown that following the ... of the new syllabuses the ... of the 1st, 2nd and 3rd ... acquired a more thorough knowledge and their intellectual level has considerably risen.

curriculum, curricula, studied, subjects, natural sciences, lesson, arts, crafts, music, singing, physical, grade, all-round development, elementary, observations, education, pupils, introduction.

4. Give English equivalents to the following words and phrases:

основа; подальша освіта; чотирирічний період (термін); природознавство; наука; виховання; навчання; професійна підготовка; любов до; акцентувати увагу на; чотири дії арифметики; розв'язання задач; особисті спостереження; частина курсу; уроки праці; прикладне мистецтво; всебічний розвиток; розвивати музикальний слух; психологічний бар'єр.

5. Translate into Ukrainian:

Meanwhile all sorts of interesting things were going on in the class. Children counted, wrote, drew and recited poems with such pleasure as if it wasn't a lesson at all. ...Why? I asked myself many "whys" after my meeting with the children and their teachers. Why did the lesson last only 35 minutes instead of the usual 45-40?

Why did they all, without exception, study with such great interest? Why at seven were they all so independent and so intelligent?

Why were no marks given to them and why were there no reproofs in their school record books, only a great deal of praise?

Once again I had a doubt: what if Shalva had gathered all the infant prodigies of Tbilisi at his school?

The professor smiled: "No, they are not prodigies; they are simply children of the eighties. Many of them came to school already knowing how to read and count. Modern

families with televisions in every home, kindergartens and our life in general produce children who develop ahead of their years. And the difficulty of working with them lies in fact that, on the one hand they are too 'educated' for their years, while, on the other, they still only six-year-olds for whom games are the main thing in their lives".

6. What is the opposite of: regular, quickly, walking, outdoor classes, simple, entire.

7. Arrange: a) and b) in pairs of synonyms:

a) to care for, basis, professional, education, stage, to do problems, participate, artist, further, skill, emphasis;

b) fundamentals, to look after, training, vocational, to take part in, stepping-stone, to solve problems, painter, craft, higher, stress.

8. Answer the following questions:

1) Do you agree with the statement that the elementary school provides the basis for all further education? Prove it.

2) What are the tasks of elementary school?

3) What are the subjects studied?

4) What was the reform in the primary stage of education?

5) What is the entire complex of tasks?

6) What does mathematics provide?

7) What does the course of language study include?

8) What are the children taught in the course of nature study?

9) What do shop lessons prepare children for?

10) Why do you think the art classes are tied with the classes in reading and shop?

11) What are music and singing classes aimed at?

12) Physical training is one of the most important elements in a child's all-round development, isn't it? Why so?

9. Fill in the blanks with prepositions if necessary. Translate the text.

The teachers ... our experimental classes try to make children love their school, lessons, and try to instill ... them a thirst and enthusiasm ... knowledge. Methods may be most varied, even strange ... those, who are used ... an academic quietness ... lessons, strictness ... the teachers and unquestioned obedience ... children. Our teachers do not

forget even ... a moment that they are working ... pupils who are only 6, 7 or 8 years old. A child cannot sit still even ... 35 minutes ... the lesson and why not toss a ball around ... a maths lesson? The one who catches the ball goes ... the blackboard to answer.

And you should see how the class livens when the teacher 'makes a mistake', 'forgets', ... instance, how the word is spelled correctly or misses a line ... the poem children have learned ... heart and know well. We give unusual home assignments. We do not say: 'Learn the poem ... page 25'. We ask the children which ... the two poems we read they prefer. The same ... maths problems. "You can solve five ... these or three ... those because they are more difficult. Will you able to manage them?" There is doubt and hope ... the teacher's voice. You may be sure that ... the next lesson all the pupils will happily show you they've managed to solve all the eight problems.

SELF- STUDY

STUDY WITH JOY

Natella, the teacher, walked into the class of her first-graders with a smile. 'Children, do you know what occasion we are celebrating today?' A forest of hands rose in answer. Those who were most impatient could not restrain themselves and cried out in chorus.

'It's Magda's birthday today!'

'Yes, children, today our Magda is seven.'

This brought an avalanche of applause.

'Let's congratulate Magda and focus all today's lesson on her. Now, for instance, we'll write a composition for her and call it: 'My Friend Magda'.

I called in on this class once again after the 3rd lesson. Strange as it may seem, no one was in a hurry to rush out of the classroom for the interval. All the pupils were sitting quietly at their desks and were drawing with their felt-tipped pencils on pages torn out of their copybooks in which two hours before they had written their compositions for Magda. On the teacher's table lay scissors, reels of thread, a darning needle and colored paper. Natella was busy making a cover for their homemade book from copybook pages.

Towards the end of the school day, a bright, attractive book was ready and presented to Magda. Probably, like all our children she has got used to receiving presents. She has her favourite dolls and entertaining toys and books illustrated by professional artists. ...Why then was the girl so happy to receive this book? 'I'll show it to everyone at home and tell how many friends I have'.

Even when you are only seven it seems that you need the attention of others of your own age and the realization that not only your mother and father love you, but also all your friends, all the class. Magda's teachers are indeed very wise if they understand it.

The children are lucky to have such teachers. They are lucky because the primary classes of this school in the city of Tbilisi are under the 'patronage' of the laboratory of experimental teaching methods of the Research Institute of Pedagogy of Georgia. And also because this laboratory is headed by a wonderfully warm-hearted, kind man who loves and understands children. His name is Shalva Amonashvili. He has a doctorate in

psychology, is a professor, and his books are well known both in our country and abroad. He has developed a method of teaching children from the age of six, and conducted an experiment based on his method. He has shown in the course of his teaching practice that it is not necessary to give children marks because there are other more moral methods of teaching.

‘We decided not to give the usual marks,’ says Shalva Amonashvili. ‘The child does not need them. He comes to school with confidence. He’s no worse than the boy at the next desk, he’s simply another person.’ But the boy gets ‘excellent’ marks while he gets ‘bad’ ones. Anxiety grows in him and he becomes unhappy at school. He’s afraid of the strict teacher’s look, at the mockery of his classmates if he again fails to solve a problem, or loses track while reciting a poem. Then he is in trouble at home.

‘What do we suggest instead of marks?’ ‘Examination judgements’ as the sciences say. In practice – it is the teacher’s praise or reproach, the analysis of an answer or a mistake, very often made collectively together with the entire class and a general decision: ‘Good boy!’ or ‘If Iliko had given it a bit more thought he would’ve got the right answer!’ ‘How do parents learn how their children are getting on at school? In different ways. At the open lessons, for instance, which we hold every week and which, by the way, bring parents and teachers closer together. The final results for the term, a six-month period or for a year will not be put into school record books but placed in ... packets. What is it?’

‘At the beginning of the school year we say to the children: Let’s make some attractive packets. What for? For presents. Who for? For your fathers, mothers, granddads and grannies. At the end of the term every one of you will place into them all the best things that you were able to do: drawings appliqué, compositions, maths problems without a single mistake. Children do their best because they do it not some abstract mark but to make their parents happy. And this stimulus to study is absolutely moral.’

‘Parents come to the class meeting and see for themselves whose packets are thicker and who’s thinner so far. And at the end of the year the teacher places a note inside the packet with his address: ‘Write to me how things are with you because we won’t see each other for three months’. And, honestly, I have never seen my colleagues

happier when they open letters in which every word breathes love toward them and our school.

‘Every time I become more and more convinced that they are teaching the children well’, Shalva said in conclusion. ‘Because for a child an idea is inseparable from the personality. Things a favourite teacher says are perceived quite differently from those told to them by a person whom they dislike or who is a stranger to them. For a child a teacher is the incarnation of kindness and justice. It may be the most difficult thing in our profession: always to be kind and just. But if you stumble even once, these ties snap immediately and at times for good; those warm ties which link us with our pupils and without which the upbringing is impossible’.

2. After each paragraph ask a question about information contained in it. Ask your fellow student to answer them.

THEME 5. THE CLASS TEACHER

1. Read and translate the text.



The education of children in their formative years is a difficult and important trust, which places a considerable burden of responsibility on the teacher. The qualities that have enabled teachers to carry this responsibility are not easy to define. Yet these qualities exist in abundance in our primary schools, and it may be useful to try to enumerate some of those that characterize the good teacher in the primary school of today.

Qualities of heart and head go together in the making of a good teacher. Her whole attitude is optimistic and cheerful. She does not pretend to be omniscient, but is lively, keen and receptive, enjoying her work and sharing with her pupils their zest for new discoveries. The fact that her interests are far wider than the school curriculum helps to make her more interesting as a teacher. She can explain a difficult point clearly, knows many interesting ways of presenting information, and is resourceful in creating situations in which the pupils make discoveries for themselves.

Out of her daily contacts with children comes the understanding on which the mature teacher relies. She is sympathetic, patient especially with slow pupils, and fair to all, avoids any appearance of favourites. Her sympathy is genuine but unsentimental; she can be firm when the situation demands it.

Above all, the good teacher is alive to the possibility of improving the content and method of her teaching, and therefore keeps abreast of new developments, gives them adequate trial, and absorbs whatever elements are suited to her own situation. She herself is able through the discoveries which she makes in her classroom, to contribute to the body of knowledge upon which educational progress depends.

The influence of the successful teacher extends beyond her own classroom in yet another way – through the help which she is able to give to inexperienced colleagues who may at first find difficulty in translating educational theory into classroom practice. In

return she is quick to appreciate the value of contacts with younger teachers trained in advanced methods.

2. *Suggest another title.*

3. *Answer the following questions:*

- 1) Why does education place a great responsibility upon a teacher?
- 2) What makes a good teacher?
- 3) How far does the influence of the successful teacher extend?

SELF -STUDY

TEACHERS AND ACTORS

1. *Read and translate the text.*

To be a good teacher, you need some of the gifts of the good actor; you must be able to hold the attention and interest of your audience; you must be a clear speaker, with a good, strong, pleasing voice which is fully under your control; and you must be able to act what you are teaching, in order to make its meaning clear. Watch a good teacher, and you will see that he does not sit motionless before his class; he stands the whole time he is teaching, he walks about, using his arms, hands and fingers to help him in his explanations, and his face to express feelings. Listen to him and you will hear the loudness, the quality and the musical note of his voice always changing according to what he is talking about.

The fact that a good teacher has some of the qualities of a good actor does not mean that he will indeed be able to act well on the stage; for there are important differences between the teacher's work and the actor's. The actor has to speak words which he has learned by heart; he has to repeat exactly the same words each time he plays a certain part; even his movements and the ways in which he uses his voice are usually fixed before. What he has to do is to make all these carefully learnt words and actions seem natural on the stage.

A good teacher works in quite a different way. His audience takes an active part in his play: they ask and answer questions. The teacher, therefore, has to understand the needs of his audience, which is his class. He cannot learn his part by heart, but he must

invent it as he goes along. There are many teachers who are fine actors in class, but are unable to take part in a stage-play...

2. Answer the following questions:

- 1) What must a good teacher be able to do?
- 2) What will you see if you watch a good teacher?
- 3) Why cannot a good teacher act well on the stage? What are the differences between the teacher's and the actor's work?
- 4) How does a good teacher work?
- 5) Do you want to be a good teacher or a good actor? Why?

THEME 6. EDUCATING FOR A CHANGING FUTURE

1. Read and translate the text.



‘By the time the students reach us, the technology you can teach them is out of date.’

Those are the words of Walt Corey, president of Pickwick Manufacturing Company. Corey is a member of the school district's

Career Development Task Force, a committee of 21 citizens and staff members who will make career development recommendations to the Board of Education later in the fall.

‘We don’t want you to teach kids how to do the jobs we have available. The employers will do that,’ Corey stresses. ‘We want you to teach kids how to think, how to learn, and how to adapt to changing technologies and a changing workplace. We think you should teach the basic skills – reading, writing, maths, and communication skills. There’s no sense learning how to think if you can’t communicate your ideas.’

John Altenberg, production services manager at the Cryovac plant, agrees with Corey. ‘We’re looking for high school graduates who have all-round basic educational skills,’ says Altenberg. ‘When screening job applicants, we concentrate on reading, writing and arithmetic. Our plants in Texas and South Carolina have had difficulty finding people with those basic skills, but we have had great success finding good walk-in applicants.’ Corey believes another of today’s necessary basic skills is computer keyboarding, since so many of his employees now run computers or computer-operated equipment. ‘We’re not talking about just college-bound kids,’ he says. ‘Typing skills are now essential for everyone whether the student plans to become a psychology professor or a mechanic.’

It is clear that the time has passed when school could provide instruction in the specific job skills required for a great variety of careers. ‘The 35 to 40 per cent of our graduates who go directly into the job market from high school are finding that employers

no longer want them to know how to run a lathe or a milling machine,' says Dr. William Rainbow, Executive director for High Schools. 'They want them to have certain traits and characteristics which have been identified as essential for success in the workplace, such as dependability, punctuality the ability to accept supervision, basic math, language and communication skills, self-discipline, and the ability to reason, solve problems and think critically.'

VOCABULARY LIST:

out of date –застарілий

staff members - персонал

the Board of Education - відділ освіти

available - доступний

changing workplace - зміна робочого місця

basic skills - основні уміння, навички

high school graduates - випускники вузів

all-round - всесторонній

when screening job applicants - при відборі претендентів на робоче місце

job market - ринок праці

identified as essential - визначено як суттєве

in the fallи - восени

2. Answer the questions in 2-3 sentences:

1) What is the main idea of the text?

2) What should and what shouldn't teachers teach students?

3) How do employers screen job applicants?

4) Why is computer keyboarding is one of today's basic skills?

5) What do employers want their workers to know (or to do)?

6) What traits and characteristics are identified as essential for success in the workplace?

SELF- STUDY

AN EDUCATION FOR LIFE?

1. Read and translate the text.

There is a problem that will touch us all – men, women and children in the not too distant future, a problem that resolves itself into a question: what is education for? At the moment most of us can answer that fairly practically and without too much soul-searching. On the lowest level education is for enabling us to cope in an adult world where money must be added up, tax forms filled in, numbers looked up in telephone directories, maps read, curtains measured and street signs understood. On the next level it is for getting some kind of job that will pay a living wage.

But we are already peering into a future so different from anything we would now recognize as familiar that the last of these two educational aims may become as obsolete as a dodo. Basic skills (reading, writing and arithmetic) will continue to be necessary but these, after all, can be taught to children in from one to two years during their childhood. But education with a view to working for a living, at least in the sense of earning daily bread, may well be on its way out right now for the majority of us. Then the question ‘what is education for?’ becomes much more complex. Because what the future proclaims is: an education is an education is an education.

In other words, our grandchildren may well spend their lives learning as, today, we spend our lives working. This does not simply involve a straightforward substitution of activity but a complete transformation of motive. We work for things basically unconnected with that work – usually money, prestige, success, security. We will learn for learning’s sake alone: a rose is a rose because it IS and not what we can get out of it. Nor need any cynic doubt that we shall not wish to work without there being any obvious end in view. Already, adult education classes are overcrowded – one friend of mine teaching French literature says she could have had 10 pupils for every one she has.

Nevertheless, we still live in very competitive society and most of us will need to reshuffle the furniture of our minds in order to gear our children towards a future in which outer rewards – keeping up with the Joneses – become less relevant than inner and individual spurs. The existence of competition has always meant doing things because

they win us some essentially unconnected advantage but the aim of the future must be to integrate the doing with its own reward, like virtue.

Oddly enough it is in America, that citadel of competitiveness, that the first experiments in this change of mind are taking place. In that New World, there are already organizations set up to examine ways in which competitiveness can be replaced by other inner-directed forms of reward and pleasures. Take one interesting example in a Foundation whose aim is to transform competitive sport. A tug-of-war, as we all know, consists of one team pitting its strength against another team. The aim is to tug the opposing team over a line and, by doing so, win.

In the brand-new non-competitive version, things are very different. There are still two teams on either end of a rope but now the aim is not to win but to MAINTAIN the struggle. As the two teams tug, any individual on either team who senses a coming victory must let go the winning end of the rope and rush over to lend his weight to the other side, thus redressing the balance, and keeping the tug-of-war going as long as possible. If you actually imagine doing this, the startling fact that emerges is that the new game offers MORE possibilities of individual judgment and skill just because victory is not the aim and the tug-of-war is ended only by defeat of those judgment and skills. What's more, I think most people would get more pleasure out of the neo-tug than the old winners-take-all concept.

So could it be for learning. Most of us, at some time or another, have glimpsed one of the real inner pleasures of education – a sort of one-person chase after an elusive goal that pits you only against you or, at the very most, against the discoveries of the greatest minds of other generations. On a more humble level, most of us have already got some pleasurable hobby that we enjoy for its own sake and become expert in for that enjoyment. In my own stumbling efforts, since last year, to learn the piano, I have seen the future and it works.

(from an article by Jill Tweedie in 'The Guardian')

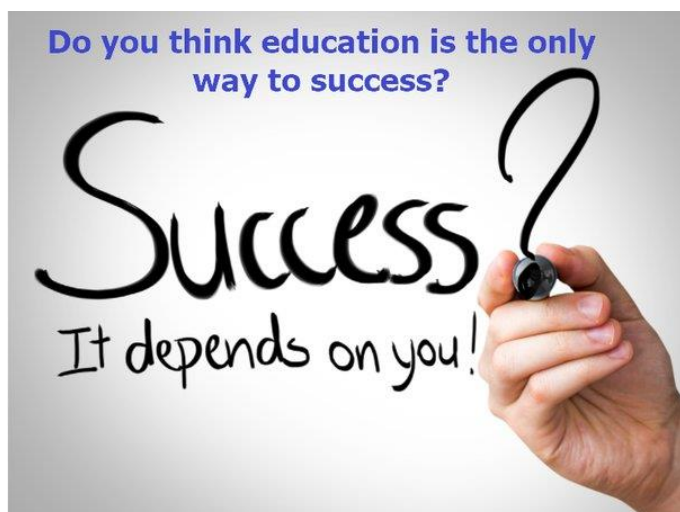
2. Answer the questions:

- 1) What are the two traditional reasons for education?
- 2) What changes must occur in future?

- 3) What might make it difficult for us to adjust to any changes?
- 4) What evidence does the writer give to suggest that we will succeed in adjusting?

THEME 7. WHAT MAKES A PERSON EDUCATED? WHAT DO YOU THINK CAN HELP YOU TO BE SUCCESSFUL IN YOUR STUDIES? HOW CAN YOU ACQUIRE A GOOD KNOWLEDGE OF DIFFERENT SUBJECTS?

1. Read and translate the text.



Each of us has to study at school. Only school, can make a person educated. School teaches us moral values, helps to understand ourselves better and make our own decisions. That's why school plays one of the greatest roles in everyone's life. It's often at school that we learn to make friends and get on with other people. A student's experience at school can influence how he

or she relates to the rest of the society. The kind of education a student receives will of course influence his or her job prospects. Besides, it offers many opportunities for many kinds of activities. So schools are often responsible for producing the citizens of tomorrow. Besides school introduces us to different sorts of people, it makes us polite and well-behaved and helps us to use our free time sensibly. And, which is most important, it teaches us about our country, its history, culture and its present-day place in the world, because an educated person contributes more to the rest of the society and education on the other hand gives a person the prospect for professional advance. Taking part in all kinds of contests, making reports and holding discussions give us opportunities to develop speaking skills and explore new ideas. The scientific knowledge, which pupils get at their lessons of chemistry, biology and physics, will be valuable to them.

The activities of the school day afford different opportunities for pupils to participate in sports and in some useful work. They give opportunities for deeper study, for exercising speech, for making a wall newspaper, for developing our talents for paintings, music, drama and so on. These opportunities for practice are with us all day and every day.

In Ukraine there is a nine – year compulsory education, but to enter a university one

has to study two years more. This system of education is quite good: those who fill with studies can go working or in special places to learn this or that profession. Others, more diligent pupils continue their studies to get a higher education and to enter university.

Still there is always place for improvement. For example, pupils want uniform at schools not to be compulsory or they want more educational excursions to be arranged.

But it is not a secret that studying at school isn't easy so we have to face lots of problems. Nobody is good at everything without making any efforts. Good work habits, constant study and a good memory help us to acquire a serious knowledge of some subject. We should take any opportunity of speaking English if you want to improve your conversational skills. Diligent work, additional reading and responsibility can help us to pass examination successfully. We will need someone's parent's advice and daily practice and a friend's help and support to cope with a difficult subject. We need all this to become an educated person, to become personalities, because an educated person is one who knows a lot about many things. Knowledge is power, light and wealth.

ACTIVE VOCABULARY

moral values – моральні цінності

to make decisions – приймати рішення

student's experience – досвід учня

to influence – впливати на

opportunities – можливості

polite – ввічливий

deeper study – поглиблене навчання

to make efforts – докладати зусиль

2. Read the following words paying attention to the pronunciation:

Person, successful, acquire, knowledge, subjects, values, decisions, experience, influence, opportunities, responsible, well-behaved, sensibly, present-day, contributes, professional, advance, discussions, explore, scientific, knowledge, chemistry, biology, physics, valuable, exercising, speech, diligent, improvement, conversational, responsibility, power, wealth.

3. Give Ukrainian equivalents to the following words and word-combinations:

to be successful in studies, different subjects, moral values, make own decisions, student's experience at school, will influence his or her job prospects, offer many opportunities, make polite and well-behaved, to use free time sensibly, present-day place

in the world, the prospect for professional advance, to develop speaking skills, place for improvement, conversational skills, diligent work, to pass examination successfully, daily practice.

4. Fill in the blanks with articles if necessary:

- 1) Only school, can make ... person educated.
- 2) ... student's experience at school can influence how he or she relates to the rest of ... society.
- 3) ... kind of education ... student receives will of course influence his or her job prospects.
- 4) ... activities of ... school day afford different opportunities for pupils to participate in sports and in some useful work.
- 5) In Ukraine there is ... nine – year compulsory education, but to enter ... university one has to study two years more.
- 6) Others, more diligent pupils, continue their studies to get ... higher education and to enter university.
- 7) Good work habits, constant study and ... good memory helps us to acquire ... serious knowledge of some subject.
- 8) We need all this to become... educated person, to become personalities, because ... educated person is one who knows lot about many things.

5. Make the following sentences 1) interrogative, 2) negative

- 1) School teaches us moral values, helps to understand ourselves better and make our own decisions.
- 2) A student's experience at school can influence how he or she relates to the rest of the society.
- 3) The kind of education a student receives will of course influence his or her job prospects.
- 4) The scientific knowledge, which pupils get at their lessons of chemistry, biology and physics, will be valuable to them.
- 5) This system of education is quite good: those who fill with studies can go working or in special places to learn this or that profession.

6) Good work habits, constant study and a good memory help us to acquire a serious knowledge of some subject.

6. Complete the sentences from the text:

1) School teaches us moral values, helps to understand ourselves better and ...

2) ... often responsible for producing the citizens of tomorrow.

3) Taking part in all kinds of contests, making reports and holding discussions give us opportunities ...

4) The activities of the school day afford different opportunities for pupils to participate in sports ...

5) But it is not a secret that studying at school isn't easy ...

6) We will need someone's parent's advice and daily practice and a friend's help and ...

7. Make up sentences of your own using the words and word- combinations given below: Person, values, decisions, responsible, well-behaved, present-day, contributes, valuable, improvement, power, wealth.

8. Give the words of the same root: Person, values, decisions, friends, education, responsible, polite, use, culture, history, contributes, participate, music.

9. Suggest the title of the text.

SELF- STUDY

PRE-PRIMARY AND PRIMARY EDUCATION IN GREAT BRITAIN

1. Read and translate the text.

In some areas of England there are nursery schools for children under 5 years of age. Some children between two and five receive education in nursery classes or in infants' classes in primary schools. Many children attend informal play-groups organised by parents in private homes. Nursery schools are staffed with teachers and students in training. There are all kinds of toys to keep the children busy from 9 o'clock in the morning till 4 o'clock in the afternoon while their parents are at work. Here the babies play, lunch and sleep. They can run about and play in safety with someone keeping an eye on them.

For day nurseries which remain open all the year round the parents pay according to their income. The local education authority's nurseries are free. But only about three children in 100 can go to them: there aren't enough places, and the waiting lists are rather long.

Most children start school at 5 in a primary school. A primary school may be divided into two parts: infants and juniors. At infants school reading, writing and arithmetics are taught for about 20 minutes a day during the first year, gradually increasing to about 2 hours in their last year. There is usually no written timetable. Much time is spent in modelling from clay or drawing, reading or singing.

By the time children are ready for the junior school they will be able to read and write, do simple addition and subtraction of numbers.

At 7 children go on from the infants school to the junior school. This marks the transition from play to "real work". The children have set periods of arithmetic, reading and composition which are all Eleven Plus subjects. History, Geography, Nature Study, Art and Music, Physical Education, Swimming are also on the timetable.

Pupils were streamed according to their abilities to learn into A, B, C and D streams. The least gifted are in the D stream. Formally towards the end of their fourth year the pupils wrote their Eleven Plus Examination. The hated Eleven Plus Examination was a selective procedure on which not only the pupils' future schooling but their future

careers depended. The abolition of selection at Eleven Plus Examination brought to life comprehensive schools where pupils can get secondary education.

2. Give Ukrainian equivalents to:

nursery schools, receive education, nursery classes or infants' classes, primary schools, informal play-groups, staffed with teachers, keeping an eye on them, according to their income, local education authority's nurseries, infants and juniors, gradually increasing, do simple addition and subtraction of numbers, Eleven Plus Examination, selective procedure, future careers, comprehensive schools, secondary education.

3. Answer the following questions:

- 1) What can you say about pre-primary education in England?
- 2) What can parents choose for their children?
- 3) Nursery schools are staffed with teachers and students in training, aren't they?
- 4) What can children do in nursery school?
- 5) When do most children start primary school?
- 6) How may a primary school be divided?
- 7) When do children go on from the infants' school to the junior school?
- 8) Is the Russian system of pre-primary education the same? Are there any changes in it?
- 9) Where can pupils get secondary education in England?

4. Combine the words into sentences. Translate them into Russian.

1) training, and , teachers, staffed, with, schools, are, students, nursery, in. 2) divided, infants, school, may, primary, a, be, parts, into, and, juniors. 3) C, learn, to, their, and, D, streams, streamed, pupils, according, were, B, and, A, into, learn.

5. Complete the following sentences:

- 1) In some areas of England there are nursery schools for
- 2) But only about three children in 100 can go to them:
- 3) At infants school reading, writing and arithmetic are taught for about 20 minutes a day during the first year,
- 4) Here the babies play,
- 5) The abolition of selection at Eleven Plus Examination brought to life comprehensive schools

THEME 8. A TEACHER'S LOT IS CERTAINLY A DIFFERENT ONE



1. Read and translate the text.

Say 'teacher' and a clear image forms in people's minds. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange. Teachers themselves have a particularly self-conscious view of their role. They tend to feel isolated and to grow away from friends who work a standard office day. The teacher's job imposes exceptional stresses and conflicts, and this have the power to isolate teachers from everybody else, to alter their outlook and even their characters.

Young teachers who have had college lectures on «discipline in the classroom situation» or «the deprived child» are not properly warned of the emotional impact children make on them. They sit and brood about the children's needs and always feel that they could be doing more. Of course that's true, but the best teachers are the ones who can switch off, by doing whatever work is necessary. If a teacher falls ill he can't afford to stay in bed till he gets well. Extremes of behavior are more common in the classroom than people would believe. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

But the rewards of the job are so special that teachers learn to maintain high expectations, to apply them generally. The experience, they have at school, have a great influence on their attitudes to job and people. Most of the generalizations about them are rooted somewhere in truth – teachers are different – but few people bother to find out why.

ACTIVE VOCABULARY

lot - доля, участь
female – жіноча стаття
fall ill – захворіти
afford – дозволяти
persistent – стійкий
rage- гнів
male – чоловіча стаття
rewards – нагороди
self-conscious – свідомий
expectations – очікування

2. Read the following words paying attention to the pronunciation:

clear, certainly, minds, female, creatures, particularly, self-conscious, exceptional, characters, properly, behavior, depths, expectations, experience, influence, attitudes, generalizations, imposes, deprived, warned.

3. Give Ukrainian equivalents to the following words and word-combinations:

clear image, persistent creatures, a little strange, self-conscious view, tend to feel, to grow away, job imposes exceptional stresses, to alter outlook, the emotional impact, brood about the children's needs, can't afford to stay in bed, discover in themselves, depths of bad temper, to maintain high expectations, a great influence on their attitudes. **4. Express agreement or disagreement with the following saying:**

Model: Yes, you are right (it's correct).

No, you are not right (you are wrong).

1. Teachers themselves have a particularly unconscious view of their role.
2. They tend to feel isolated and to grow away from friends who work a standard office day.
3. Young teachers who have had college lectures on «discipline in the classroom situation» or «the deprived child» are warned of the emotional impact children make on them.
4. They sit and brood about the children's needs.
5. If a teacher falls ill he can always afford to stay in bed till he gets well.
6. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

5. Make the following sentences 1) interrogative, 2) negative

1. Say 'teacher' and a clear image forms in people's minds.

2. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange.
3. Teachers themselves have a particularly self-conscious view of their role.
4. They tend to feel isolated and to grow away from friends who work a standard office day.
5. Teachers sit and brood about the children's needs and always feel that they could be doing more.
6. If a teacher falls ill he can afford to stay in bed till he gets well.
7. The experience, they have at school, have a great influence on their attitudes to job and people.

6. *Insert the missing words.*

- 1 Say 'teacher' and a clear image forms in ...
- 2 Teachers themselves have a particularly self-conscious view ...
- 3 They tend to feel isolated and to grow away from ...
- 4 They sit and brood about the children's needs and always feel ...
- 5 Extremes of behavior are more common in the classroom ...
- 6 Many teachers discover in themselves depths of bad temper, even rage ...
- 7 But the rewards of the job are so special that teachers learn to maintain high expectations ...

7. *Make up sentences of your own using the words and words- combinations given below:*

clear image, tend to feel, to grow away, to alter outlook, behavior, characters, attitudes, the emotional impact, high expectations.

SELF- STUDY

LOT OF KNOWLEDGE IS A DANGEROUS THING FOR ADDICTS OF THE INTERNET

Information is becoming the drug of the century. The research, conducted among 1,000 managers in Britain, America, Europe and the Far East shows that, as information sources such as the Internet and cable news channels proliferate, we are witnessing the rise of a generation of dataholics.

The quest for information can lead to stress. Almost two-thirds said their leisure time had been curtailed as a result of having to work late to cope with vast amounts of information; 70 per cent reported loss of job satisfaction and tension with colleagues because of information overload.

The study also investigated the habits of the children of 300 managers and found 55 per cent of parents were concerned their children would become information junkies.

Forty-six per cent of parents believed their children spent more time on their PC's than interacting with friends. In one case a child had to be wheeled with his computer to the dinner table.

Sue Feldman, mother of Alexander, 13, a self-confessed Internet-addict, said she had not yet been forced to wheeling her son and computer to the table, but said she often served him sandwiches and crisps at his bedroom computer.

Alexander switches on his computer every day when he returns from Latymer School in Hammersmith to his home at Ealing, west London. 'I'd confess to spending up to four hours a day on the Internet looking for information and speaking to friends. It's like an addiction,' Alexander said.

'If I can't get on to my computer or the Internet, I do get really frustrated.' He spends most of his time finding out the latest information on pop groups and facts for his homework.

'My parents have to tell me to get off the computer, and they complain a lot, but they also see it as a good thing. Practically everyone in my class has a PC with Internet access so all my friends are also on the line. It's the way forward.'

(from 'The Daily Telegraph')

MODULE TEST

2. Give Ukrainian equivalents to:

the history of education, the childhood of the human race, step by step, man's achievements, a period of about seven thousand years, at the beginning, quite unconscious, in trying to get food, shelter and safety, education imparted by the elders to their children, education was dictated to a person, educational aims, prepare for life, the method of instruction, to show more concern for individuality, to give much attention to sports.

3. Give English equivalents to:

розумовий розвиток, до теперішнього часу, вести літопис, спостерігати за природою, остерігатися небезпеки, батьківщина цивілізованої культури, стародавні азіати, певне відношення до освіти, розвиток індивідуальності, дотримуватися суспільного ладу, релігійні обряди, здобувати освіту в сім'ї, лист, читання, арифметика, музика та поезія, виховати сильних і здорових солдатів, були організовані школи, навчання велося вчителями.

3. Choose the right word:

- 1) One of the most important tasks of the October Revolution was ... illiteracy in Ukraine.
 - 2) Our school creates good ... of education for the younger generation.
 - 3) Radium was ... by Maria and Pierre Curie.
 - 4) To make his work more successful a teacher should ... his pupils' interest.
 - 5) In kindergartens children learn ... with each other.
 - 6) His report was good and the teacher ... him.
 - 7) I ... him for his broad erudition and knowledge.
 - 8) Thanks to his ... he could prepare for examinations in a short period of time.
 - 9) What are your ... to this teaching method?
 - 10) Many films tell about ... between teachers and pupils.
 - 11) Children's ... can be developed in course of studies.
 - 12) Sport helps ... a child's character.
 - 13) Psychologists say that there is no limit to the ... of our memory.
-

abilities, to liquidate, to discover, to communicate, to respect, conditions, industry, to praise, relationship, to shape, to regard, attitude, capacity

5. Make the following sentences 1) interrogative, 2) negative

- 1) School teaches us moral values, helps to understand ourselves better and make our own decisions.
- 2) A student's experience at school can influence how he or she relates to the rest of the society.
- 3) The kind of education a student receives will of course influence his or her job prospects.
- 4) The scientific knowledge, which pupils get at their lessons of chemistry, biology and physics, will be valuable to them.
- 5) This system of education is quite good: those who fill with studies can go working or in special places to learn this or that profession.
- 6) Good work habits, constant study and a good memory help us to acquire a serious knowledge of some subject.

6. Complete the sentences from the text:

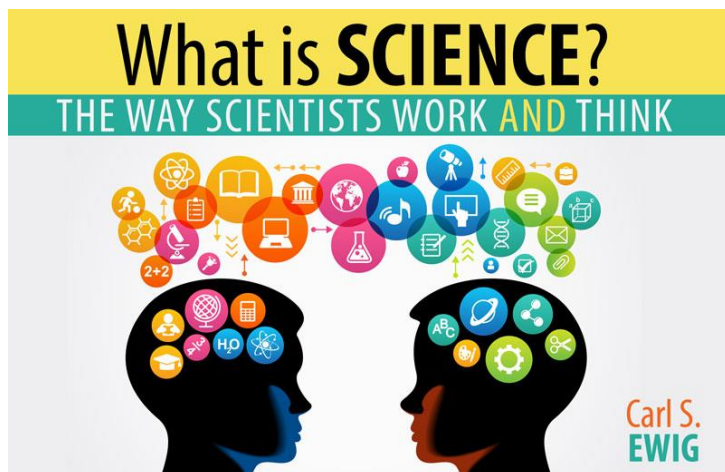
- 1) School teaches us moral values, helps to understand ourselves better and ...
- 2) ... often responsible for producing the citizens of tomorrow.
- 3) Taking part in all kinds of contests, making reports and holding discussions give us opportunities ...
- 4) The activities of the school day afford different opportunities for pupils to participate in sports ...
- 5) But it is not a secret that studying at school isn't easy ...
- 6) We will need someone's parent's advice and daily practice and a friend's help and ...

7. Make up sentences of your own using the words and word- combinations given below: Person, values, decisions, responsible, well-behaved, present-day, contributes, valuable, improvement, power, wealth.

8. Give the words of the same root: Person, values, decisions, friends, education, responsible, polite, use, culture, history, contributes, participate, music.

MODULE II

THEME 1. WHAT IS SCIENCE?



1. Read and translate the text.

What is science? Science is first of all human activity. Sciences arouse out of man's efforts to survive, his natural curiosity, his search for order in the surrounding world. It arouses from man's efforts to understand nature and himself.

In science you study nature and human nature, living nature and non-living nature. The fundamental aim of science is to describe the facts of nature and natural events. The basis of science is the belief that natural events have natural causes. When science looks for the cause of any given natural phenomenon, it is simply looking for a set of circumstances which gave rise to the event, circumstances which themselves grew out of a still earlier set of conditions. Science makes this search by observing facts, by organizing these facts in orderly fashion.

A secondary purpose of science is the formulation, on the basis of experimental facts, of principles and theories which are the generalizations and which will lead to new studies and increased knowledge.

What distinguishes science from other activities is that it enables person to see the world “as it really is”. This may mean different things to different persons at different times. Over the ages, science has found the world to be flat at one time, round at another and more recently “eggshaped”, to be the centre of the universe and, later only a speck in the cosmos, to be made up of four fundamental substances and, later, of more than one hundred fundamental substances.

This does not mean that science is unreliable. That means that science keeps pace with the times. Every new discovery widens the horizon and increases the extent of our contact with unexplored areas.

We all know that science plays an important role in the societies in which we live. Through technology, science improves the structure of society and helps person to gain increasing control over his environment.

To science we owe most of our comforts, our leisure, our health and longevity, our ability to mould environment, to communicate instantly and to move swiftly over the Earth.

Science is an occupation for people who are open-minded, who are capable of putting their beliefs to many tests. There is always room for freshness, newness, and brightness in it. The openness and freedom of science makes it the most advanced kind of thought humanity has so far developed.

ACTIVE VOCABULARY

1. set of circumstances — a number of conditions or facts, connected with an event or person, that belong together because they are similar or complementary to each other.
2. to give rise to something — to be the cause of something, to suggest.
3. in orderly fashion — in well-arranged order.
4. to keep pace with the times — to progress.
5. to increase the extent of our contact with unexplored areas — to widen and deepen the research.
6. to science we owe — we feel grateful to science for...
7. to mould the environment — to guide, control or influence the surrounding world.

2. Translate the sentences. Choose the correct usage with the help of a dictionary if necessary.

1. I **accept** / **except** your apology. Everyone **accept** / **except** John may leave.
2. When visiting a foreign country, you must **adapt** / **adopt** yourself to the customs practiced there. The Greens plan to **adapt** / **adopt** several hard to place children.
3. Because of Michael's excellent **advice** / **advise**, Bob completed a successful deal. Michael will **advice** / **advise** Bob to be daring.
4. The accident didn't **effect** / **affect** Thomas. The **effect** / **affect** on his brother, however, was great.
5. When you forget your medication, you **aggravate** / **annoy** your medical condition. Your forgetting **aggravates** / **annoys** me.
6. Call me when you are **all ready** / **already** to go. By the time Sue arrived we had **all ready** / **already** finished dinner.

7. (**Alright** is not an acceptable word.) Is it *all right* /*alright* to leave this window open?
8. The four of us were all *together* /*altogether* at the coffee shop. This book is *together* /*altogether* too long.
9. At some point, the speaker *alluded/referred* to the new opportunities in business. The speaker *alluded/referred* to statistics that demonstrated the increased number of small businesses.
10. I resent your *allusion* /*illusion* to my cooking as comparable with McDonald's. You have the *allusion* /*illusion* that I enjoy classical music — I don't.

3. Study the lexics for writing a scientific research paper.

1. When one describes the *structure of an object*, one usually says that it:

consists of — складається з;

contains — вміщує, до його складу входять;

includes — включає, вміщує —

or it is formed by or is

made up of — складається, сформований (з) — some structural elements. On the other hand, one may say that certain structures form — утворюють — this object;

are found in it — перебувають у ньому;

occur — зустрічаються;

or there are — є, перебувають.

2. These *structures* are called:

structural elements or units — структурні одиниці або елементи;

components — компоненти;

constituents — складники.

3. The *structure* — будова, структура

and composition — склад

are fundamental morphological characteristics of an object.

However, the structural elements may also have such characteristics as

arrangement — устрій, взаємне розміщення;

position — місце, положення;

localization — локалізація;

location — місцерозташування;

distribution — розповсюдження, поширення, розподіл;

proportion — кількісне співвідношення;

total number — загальне число, кількість;

total amount — загальна кількість;

occurrence — наявність, частотність, поширеність.

4. The *structural elements* of an object may be arranged:

linearly — лінійно;

radically — радикально, розходитись променями;

symmetrically — симетрично;

asymmetrically — несиметрично;
regularly — правильно, у правильному порядку;
uniformly — рівномірно;
randomly — хаотично, безладно, випадково;
concentrically — концентричними колами;
in a row — у ряд;
in a chain — ланцюгом;
in pairs — попарно;
in a spiral — по спіралі;
in a circle — колом;
in groups — групами;
in clusters — скупченнями;
in layers — прошарками;
one on top of another — один над одним;
horizontally — горизонтально;
vertically — вертикально;
along the axis — вздовж за віссю;
in the center — у центрі;
on the periphery — на периферії.

5. As to the ***distance between the units***, they may:

be closely spaced — розташовані близько одне від одного;
evenly spaced — розташовані на однаковій відстані один від одного;
at a short (long) distance (from) — на малій (великій) відстані від;
at a distance of 3 mm (from) — на відстані 3 мм (від).

These units can be described as close — близькі, близько розташовані;

distant or remote — віддалені;

neighbouring — сусідні;

adjacent — суміжні;

the nearest (to) — найближчі (до).

6. A ***structural element*** within an object may:

be connected (to, with, by) з'єднаний (з, до, за допомогою);

be attached — прикріплений (до);

stretch (from ... to) — простягатися (від ... до);

occupy — займати (простір);

stem (from) — виходити (від);

go (around) — обходити, обводити;

cover — охоплювати;

overlie — лежати понад;

underlie — лежати під;

surround — оточувати — other elements.

7. As to ***orientation in space***, a structural unit may be oriented:

upward — догори;

downward — донизу;

inward — всередину;

outward — назовні;

parallel (to) — паралельно (до);
perpendicular (to) — перпендикулярно (до);
at an angle (to) — під кутом (до);
westward — у західному напрямку;
from north to south — з півночі на південь;
to the south (of) — на південь (від);
to the center — до центру.

8. If you give a **definition of an object** or its part, use one of these words:

be — бути, являти собою;
represent — представляти;
be known as — бути відомим, як;
be called — називатися;
be considered (as) — вважатися, розглядатися (як).

9. **General knowledge** about objects or phenomena is often expressed using:

generally — взагалі, зазвичай;
it is generally known (that) — загально відомо (що);
it is generally assumed (that) — прийнято вважати (що);
it is known (that) — відомо (що).

10. **Hypothetical knowledge** can be expressed using:

it seems (that) — очевидно;
perhaps — можливо;
probably — вірогідно.

11. Often, **one and the same idea** can be rephrased in several different ways. For this use:

in other words — іншими словами, інакше кажучи;
that is — тобто;
or — або.

12. To **contrast one idea to another**, one can use:

while — в той час коли, хоча;
whereas — тоді як;
but — але;
however — однак.

13. On the other hand, one **supplements** the above idea using:

also — також;
besides — крім того.

SELF- STUDY

THE SCIENTIFIC ATTITUDE

Read and translate the text.

What is the nature of the scientific attitude, the attitude of the man or woman who studies and applies physics, biology, political science, chemistry, psychology, engineering, management, medicine or any other science?

What are these special methods of thinking and acting? First of all, it seems that a successful scientist is full of curiosity he wants to find out how and why the universe works. He usually directs his attention towards problems which he notices have no satisfactory explanation, and his curiosity makes him look for underlying relationships even if the data available seem to be unconnected. Moreover, he thinks he can improve the existing conditions, whether of pure or applied knowledge, and enjoys trying to solve these problems which this involves.

He is a good observer, accurate, patient and objective and applies persistent and logical thought to the observations he makes. He utilizes the facts he observes to the fullest extents. For example, trained observers obtain a very large amount of information about a star (e.g. distance mass, velocity, size, etc.) mainly from the accurate analysis of the simple lines that appear in a spectrum.

He is skeptical — he does not accept statements which are not based on the almost complete evidence available — and therefore rejects authority as the sole basis of truth. Scientists always check statements and make experiments carefully and objectively to verify them.

Furthermore, he is not only critical of the work of others, but also of his own, since he knows that man is the least reliable of scientific installments and that a number of factors tend to disturb impartial and objective investigation.

Lastly, he is highly imaginative since he often has to look for relationships in data which are not only complex but also frequently incomplete.

Furthermore, he needs imagination if he wants to make hypotheses of how process works and how events take place.

These seem to be some of the ways in which a successful scientist or technologist thinks and acts.

ACTIVE VOCABULARY

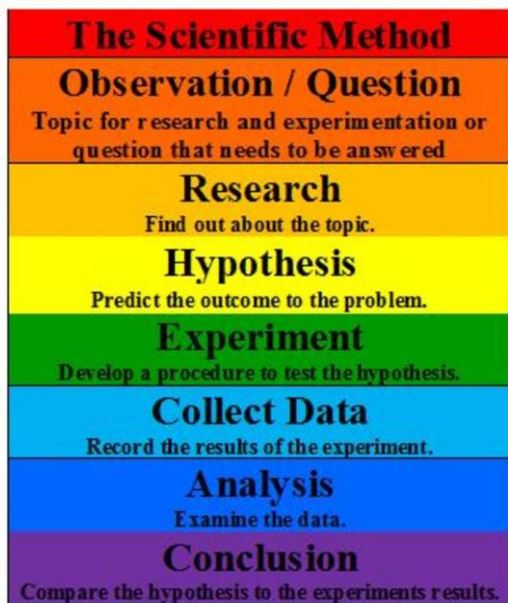
1. to be full of curiosity — to be full of desire to learn or know.
2. pure and applied knowledge — theoretical and practical body of facts accumulated by mankind.
3. to solve the problem — to find the answer (to), to explain a question proposed for solution.
4. to apply persistent and logical thought — to use practically constantly repeated and correct reasoning of an idea (concept).
5. man is the least reliable of scientific instruments — a human being is in the smallest degree true (trustworthy) scientific means.
6. to disturb impartial and objective investigation — to break up a fair and real (without bias or prejudice) careful search.

2. Translate the sentences. Choose the correct usage with the help of a dictionary if necessary.

1. Many a would be bride has been left at the **altar** /**alter**. Would it be inconvenient for you to **altar** /**alter** your plans for this weekend?
2. The campaign director divided the state **among** /**between** his three most competent assistants. In many of today's homes, the care of the children is divided **among** /**between** the two parents.
3. You would not believe the **amount** /**number** of the time I have spent on the project. I wish I could refuse the **amount** /**number** of hours I have spent on this project.
4. Ira was **angry at** /**angry with** the thought of working overtime. Ira was **angry at** /**angry with** his boss for insisting that Ira work overtime.
5. I am **anxious** /**eager** about the diagnosis. I am **anxious** /**eager** to see your new car.
6. Marlene cannot find her glasses **anywhere** /**anywheres**.
7. Paula looks very much **like** /**as** her sister. Kate swims **like** /**as** well as Pam does. Carl looks **like** /**as** if he needs a nap.
8. The **ascent** /**assent** to the tower was frighteningly steep. Because I value his opinion, I will not go ahead with the project without his **ascent** /**assent**.
9. This milk tastes very **real** / **awful**. She wore very **real** / **awful** pearls.
10. Linda likes to sit **besides** /**beside** Ellen at the table. Who, **besides** /**beside** Pam, is taking swimming lessons?

THEME 2. THE SCIENTIFIC METHOD

1. Read and translate the text.



As man's knowledge of natural phenomena increased, there came a time when he recognized that his growing knowledge of nature was the result of his application of a particular method of investigation. It seemed clear that a special sequence of procedures was applied to establish the working principles of science. The emphasis passed from the knowledge itself to the method by which that knowledge was obtained. This rather well defined procedure has come to be known as the

Scientific Method.

The steps in the procedure may be listed as follows:

First — the recognition of the problem.

Second — collection of relevant facts or data.

Third — analysis of data and proposing a solution (i. e. a hypothesis).

Fourth — performance of test experiments.

Fifth — acceptance, modification or abandonment of the hypothesis in the light of the results of the test experiments.

If the hypothesis is discarded as the result of the test experiments, a new one will be set up and steps three, four and five will be repeated until an explanation is found which accounts satisfactorily for all the known experimental facts. As the amount of substantiating data becomes larger and larger, the hypothesis advances to the rank of a theory and eventually may be accepted as true.

It should be noted that in general one adopts first the most obvious hypothesis, that is, the one that at the moment seems to offer the simplest explanation of the observed facts. This hypothesis may or may not prove to be satisfactory in the light of later evidence.

In coming to a conclusion about any hypothesis, the true scientists are swayed only by experimental evidence. They are not, for instance, governed principally by what they or anyone else want the result to be, by the reputation of the man who advanced the hypothesis, by what the majority of people think about it, or by any similar emotional reaction to the problem. They will constantly check their conclusions and hypotheses by experiment and be guided solely by the results thus obtained.

ACTIVE VOCABULARY

1. sequence of procedures — the regular order of doing things.
2. the emphasis passed from ... to — something became more important than which accounts.
3. satisfactorily for — which is a good explanation.
4. of amount of substantiating data — number of facts that support hypothesis.
5. hypothesis advances to the rank of a theory — hypothesis gradually changes into a theory.

2. Translate the sentences. Choose the correct usage with the help of a dictionary if necessary.

1. Our youngest child was **born / borne** last month. John, has **born / borne** the burden by himself for long enough.
2. Mickey borrowed the soldering iron **from / off** Allen.
3. I can **borrow / lend / loan** you some money. Can I **borrow / lend / loan** your car? I took a **borrow / lend / loan** from the bank.
4. I prefer a bicycle with a foot **brake / break**. Because he didn't **brake / break** in time, Paul crashed into the tree. If you are not careful, you will **brake / break** that dish.
5. Some fortunate people **can / may** arrange their time to include work and pleasure. You **can / may** hunt deer only during certain seasons.
6. A). Roy has 90 % of the necessary **capitol / capital / Capitol** for his new business venture. B). Trenton is the **capitol / capital / Capitol** of New Jersey. C). New Jersey's **capitol / capital / Capitol** building is in Trenton. D). Did you visit the **capitol / capital / Capitol** when you were on Washington, D. C.?
7. An attorney often **cites/sights /sites** previous cases that support his argument. One of the most beautiful **cites/sights /sites** in the country is the Grand Canyon. The alternative school will be built on this **cite/sight / site**.
8. I find this **coarse /course** fabric to be abrasive. That is an acceptable **coarse /course** of action.
9. Rice nicely **complements /compliments** a chicken diner. I'd like to **complement /compliment** you for doing such a thorough job.
10. I will **communicate with** (call, write, speak) / **contact** (touch) you in the morning. Superglue adheres on **communicate /contact**.

3. Study the lexics for writing a scientific research paper.

1. In natural or artificial conditions an **object** or objects may occur — зустрічатися;
be found — бути знайденим, виявленим;

be distributed — бути розповсюдженим — over an area — на площі — or throughout a volume — по об'єму;

be restricted (to) — бути обмеженим (у своєму поширенні чи обсязі).

2. Objects may occur in various **forms**:

in the free or bound state (about chemicals) — у вільному чи зв'язаному стані (про хімічні речовини);

in groups — групами;

in pairs — попарно;

singly — поодинокі;

in combination with — у сполученні (з);

in close association (with) — у тісному зв'язку (з);

in (as) clusters — скупченнями;

as small grains — у вигляді дрібних зернин, etc.

3. As to the **occurrence**, objects may be found:

commonly — повсюди, звичайно;

occasionally — зрідка, випадково;

frequently — часто;

rarely — зрідка;

Accordingly, the object can be described as

common — звичайний, розповсюджений, поширений;

widespread — широко розповсюджений;

rare — рідкісний;

occasional — випадковий;

frequent — такий, що часто зустрічається;

characteristic — характерний;

typical — типовий;

representative — показовий, найбільш типовий;

predominant — переважний, домінуючий;

abundant — численний;

An environment may be, therefore,

rich — багатим — or poor — бідним — in certain objects.

4. An object **may be found**:

in large or small quantities (numbers, amounts) — у великих чи малих кількостях;

in trace amounts — у мікрокількостях (сліди);

in large or small proportions — у великих чи невеликих співвідношеннях.

5. As to the **distribution pattern**, objects may occur:

uniformly — рівномірно;

non_uniformly — нерівномірно;

regularly — рівномірно, постійно, у певному порядку;

irregularly — хаотично;

randomly — випадково, безладно.

6. An object can (is able to or capable of) — може, ладен чи здатен —

show — проявляти, показувати;

exhibit — демонструвати, виявляти;

possess — володіти — certain properties.

7. A **property** may be:

characteristic (of) — характерна (для);

typical (of) — типова (для);

representative (for) — притаманна, типова (для);

specific (to) — специфічна (для);

unique — унікальна, виняткова;

intrinsic — властива, внутрішньо притаманна;

distinctive — відмінна, розпізнавальна;

common (to) — загальна (для);

general — загальна;

useful — корисна;

useless — непотрібна, зайва;

remarkable — видатна, визначна.

8. **Under (in) certain conditions** an object may

become (different) — ставати (іншим) — or remain (unchanged) — залишатися (незмінним);

in other words, some properties depend on — залежать від — certain factors, or are determined by them — визначаються ними.

9. The **conditions** under which an object shows its properties can be described as:

laboratory — лабораторні;

experimental — експериментальні;

field — польові;

natural — природні;

environmental — умови навколишнього середовища;

specific — особливі, специфічні;

standard — загальні, стандартні;

certain — певні, деякі;

constant — постійні;

definite — певні, відомі;

varying — змінні.

10. The conditions can be described through some intrinsic characteristics of the object itself or through the characteristics of the environment. In either case, use the preposition

at — за, при;

e.g. at (constant) temperature — при (постійній) температурі;

at (low) density — при (низькій) густині;

at (high) PH — при високих значеннях PH, — etc.

11. If the condition in which the object exhibits its property is described as a kind of medium, use the preposition **in** — в, у:

e.g. in a solution — у розчині;

in the medium — у середовищі;

in acids — у кислотах;

in the presence of — у присутності, etc.

12. A condition is often created by an experimentalist. Use the preposition **on** — за (умов), при, у — in the following situations:

on the addition (to) — при додаванні (до);

on heating — при нагріванні;
on cooling — при охолодженні;
on dehydration — при дегідратації;
on freezing — при заморожуванні, etc. A similar idea is often expressed using when -
e.g.: when exposed to light — на світлі;
when exposed to air — на повітрі;
when treated mechanically — при механічній обробці.

13. Objects of the same class are similar in some properties but are different in others. The *similarity* or *difference* may be described as:

considerable — великий, значний;
slight — незначний;
some — певний, деякий;
minor — другорядний;
fundamental — основний, фундаментальний;
main, principal — головний, основний.

14. You often have to explain why the object shows this or that property. The explanation involves description of the cause — effect relationship, which can be expressed using:

because — тому що;
so — тому, таким чином;
due (to) — через, завдяки;
be due (to) — бути викликаним, зумовленим;
be responsible (for) — бути причиною, зумовлювати.

Sometimes it is convenient to begin an explanation with the introductory phrase: The point is that ... — справа в тому, що; or you see — бачите, etc.

15. **Reference** to a specific case, especially when one wants to give an illustrative example, can be made using:

for example — наприклад;
like — подібним чином, подібно (до);
with reference (to) — (описувати щось) на прикладі (якогось одного об'єкту);
namely — а саме.

SELF- STUDY

PURE AND APPLIED SCIENCE

1. Read and translate the text.

As students of science you are probably sometimes puzzled by the terms “pure” and “applied” science. Are these two totally different activities, having little or no interconnection, as is often implied? Let us begin by examining what is done by each.

Pure science is primarily concerned with the development of theories (or, as they are frequently called, models) establishing relationships between the phenomena of the universe. When they are sufficiently validated these theories (hypotheses, models) become the working laws or principles of science. In carrying out this work, the pure scientist usually disregards its application to practical affairs, confining his attention to explanations of how and why events occur, hence, in physics, the equations describing the behaviour of fundamental particles, or in biology, the establishment of the life cycle of a particular species of insect living in a Polar environment are said to be examples of pure science (basic research), having no apparent connection (for the moment) with technology, i.e. applied science.

Applied science, on the other hand, is directly concerned with the application of the working laws of pure science to the practical affairs of life, and to increasing man's control over his environment, thus leading to the development of new techniques, processes and machines. Such activities as investigating the strength and uses of materials, extending the findings of pure mathematics to improve the sampling procedures used in agriculture or the social sciences, and developing the potentialities of atomic energy, are all examples of the work of the applied scientist or technologist.

It is evident that many branches of applied science are practical extensions of purely theoretical or experimental work. Thus the study of radioactivity began as a piece of pure research, but its results are now applied in a great number of different ways — in cancer treatment in medicine, the development of fertilizers in agriculture, the study of metal fatigue in engineering, in methods of estimating the ages of objects in anthropology and geology, etc. Conversely, work in applied science and technology frequently acts as a direct stimulus to the development of pure science. Such an interaction occurs, for example, when the technologist, in applying a particular concept of pure science to a

practical problem, reveals a gap or limitation in the theoretical model, thus pointing the way for further basic research. Often a further interaction occurs, since the pure scientist is unable to undertake this further research until another technologist provides him with more highly developed instruments.

It seems, then, that these two branches of science are mutually dependent and interacting, and that the so-called division between the pure scientist and the applied scientist is more apparent than real.

Notes to the text

1. *to be primarily concerned with* — to be originally or principally involved or interested in...
2. *to be sufficiently validated* — to make legally valid as; much as it needed.
3. *to have (no) apparent connection* — to have (no) evident (visible) relation.
4. *to improve the sampling procedures* — to make better the procedures of selecting samples, specimen.
5. *to be evident* — to be clear, easy to see.
6. *to apply a particular concept* — to use practically a specific (unusual) idea, notion.
7. *to reveal a gap or limitation (in) ...* — to show a blank space or restriction (in).
8. *pure scientist* — a scientist who deals with pure (theoretical or abstract) science, knowledge.
9. *to be able (unable) to undertake* — to be able (unable) to.

2. Translate the sentences. Choose the correct usage with the help of a dictionary if necessary.

1. James is *continuously* /*continually* late. The river runs *continuously* /*continually* through several towns.
2. Our neighbor has just been elected to the town *council* /*counsel*. Two troubled men sought his friend's *council* /*counsel*.
3. Because the defendant had a good alibi, his story seemed *creditable* / *credulous* /*credible*. As a result of many hours of hard work, Joe presented a *creditable* /*credulous* /*credible* report. Sandy is so *creditable* / *credulous* /*credible* that one could sell her the Brooklyn Bridge.
4. His unusual recipe called for *current* /*currant* jelly. Because the *current* /*currant* was swift, the canoe was difficult to maneuver.
5. The *desert* /*dessert* is very hot and dry. More and more young soldiers have been *deserting* /*desserting* the army. Apple pie is America's favorite *desert* /*dessert*.

6. Eventually, every living thing *dies /dyes*. I'll never *die /dye* my hair.
7. The builders *discovered /invented* oil in our land. Whitney *discovered /invented* the cotton gin.
8. Marlene *draws / drawers* very well. She keeps her pads and pencils in the top *draw / drawer* of her desk.
9. The Harlows *emigrated /immigrated* from England. After *emigrating /immigrating* to the United States, the Harlows settled in Kansas.
10. John Simpson is an *infamous /famous* car thief. Arthur Jones is an/a *infamous /famous* pianist.

3. Study the lexics for writing a scientific research paper.

1. When we describe the arrangement of many objects in a certain order, we say that they naturally fall (into) — природним чином розпадаються (на);
are classified (into) — класифікуються (на);
are divided (into) — поділяються (на);
are grouped (into) — згруповані (у) — certain categories,
or that we recognize — розпізнаємо — certain groups or classes.

2. The *classification categories or* units often have general names, like
classes — класи;
groups — групи;
types — типи;
divisions or subdivisions — розряди, підрозділи;
families — сімейства;
species — види;
varieties — різновиди, сорти.

THEME 3. RESEARCH WORK

1. Read and translate the text.



Our Academy successfully integrates education with research. The final stages of the Academy programme include acquiring skills in research. The students carry out research mainly for their graduation paper, which reflects the knowledge and the practical skills in their particular

field of science. Research can be led out under the guidance of a supervisor (scientific advisers).

The Academy has a broad programme of activities ranging from the very basic to the very practical and can perform various researches. The Academy professional staff members number some thousand employees engaged in multiple research projects in different branches of science.

Their achievements have been recognized and staff members, two thirds of whom have academic degrees, have been honoured by the presentation of titles, certificates and awards. Many of the scientists are known internationally for their contributions. Research teams, working at various scientific projects, collaborate with their colleagues abroad and maintain close links with many research institutes and universities worldwide.

A great number of postgraduate students undertake a programme of study and research under the supervision of senior staff members who hold candidate or doctorate degree. The postgraduate course lasts three years during which time the young scientists and researchers carry out their investigations and prepare thesis on it. Their work should be conducted on the high scientific and technical level and the results of it should be practically applicable.

The postgraduate course programme provides for attending seminars and colloquiums, taking qualifying exams in the core subjects, in philosophy and English,

preparing research publications and written reports on the work carried out.

The postgraduate research may be theoretical and applied, often both. The scientific adviser assists his postgraduate students in many ways. He regularly meets them to discuss the progress in their work and to advise them in solving their current problems. While the thesis is being written the supervisor reviews its major sections and makes critical comments on each draft. The postgraduates are assisted in preparing articles and papers on their research. When the postgraduate completes his or her thesis, he/she submits it to the Academic Council of the International Open University and International Personnel Academy and further defends it before the Academic Council. If the thesis meets all necessary requirements it is accepted by the Academic Council which takes the decision to award the postgraduate the higher academic degree.

Notes to the text

1. ***to acquire skills in research*** — to gain practical knowledge and ability to conduct an investigation.
2. ***scientific adviser/supervisor*** — a person who holds an academic degree and guides the students and postgraduates' research.
3. ***ranging from very basic to very practical*** — extending from fundamental theoretical to applied practical (research).
4. ***staff members*** — those working in an establishment, institution or organization.
5. ***to carry out investigations*** — to research something systematically in order to discover and interpret new knowledge.
6. ***to prepare a paper*** — to prepare a scientific contribution to be read to a learned society or to be published.

2. Translate the sentences. Choose the correct usage with the help of a dictionary if necessary.

1. My car can run ***farther / further*** on this brand of gasoline. I cannot continue this discussion any ***farther / further***.
2. Gary invited ***fewer / less*** people to his office party this year. Since she moved from a house to an apartment, she has ***fewer / less*** space.
3. Please dress ***formally/ formerly*** for the wedding. I was ***formally/ formerly*** employed by a jewelry company, but I am now working in a bank.
4. Alice performed a ***well /good*** job. Alice performed the job ***well / good***. Alice feels ***well /good*** about herself (not bad). Alice feels ***well / good*** today (not seek).
5. The continuous, harsh, and rasping sound ***grated /greated*** on my nerves. A ***grate /great***

in the sidewalk covered the opening to the sewer.

Ernest Hemingway was considered a *grate* / *great* writer in his own lifetime.

6. Orange juice is *helpful* / *healthy*. If you eat properly and exercise sufficiently, you will be *helpful* / *healthy*.

7. Although he did not state it directly, the candidate *implied* / *inferred* his opponent was dishonest. From the mayor's constructive suggestions, the townsfolk *implied* / *inferred* that he was trying his best to do a good job.

8. Marlene stood *in* / *into* her living room. Wayne came rushing *in* / *into* the room.

9. I think *it's* / *its* a fine idea. The dog wagged *it's* / *its* tail.

10. Mrs. Peterson always buys that *kind of* / *sort of* / *type of* meat. I like that kind of / sort of / type of book. This is my favorite *kind of* / *sort of* / *type of* music. (These expressions can be used interchangeably. They should never be followed by “a”.)

3. Study the lexics for writing a scientific research paper.

1. Natural objects are always involved — беруть участь, залучаються (до);
in some sort of process — процесу;

phenomenon — явища;

event — події, явища.

2. A process is often divided, or falls naturally, into:

states — стадії;

steps — кроки, сходинки;

levels — рівні;

periods — періоди;

phases — фази, — which all represent a sequence of events — послідовність, (хід) подій — or a series of consecutive changes — ряд послідовних змін.

3. A particular event may occur:

on a (certain) level — на (певному) рівні;

at a stage — на певній стадії;

in a period — у певний період;

during a phase — протягом певної фази.

4. A stage of a process can be described as:

initial — початкова вихідна;

intermediate — проміжна;

final — остання, кінцева.

5. A process may

start (with) — починатися (з);

begin (with) — починатися (з);

arise — виникати;

occur — відбуватися;

take place — мати місце, відбуватися;

go on — продовжуватися, тривати;
be terminated (by) — завершуватися (чимось);
stop — припинятися;
cease — зупинитися, припинитися.

Thus one may describe its

onset — початок, настання;
beginning — початок;
course — хід, протікання;
end — кінець;
completion — завершення.

6. If you want to point out the cause of a process, use:

arise (from) — виникати (через щось, внаслідок чогось);
result (from) — бути результатом (чогось);
be due to — бути викликаним;
be caused by — бути спричиненим.

7. Eventually, a process

results (in) — призводить до;
leads to — веде до;
is responsible (for) — викликає;
produces — призводить (до);
gives rise (to) — викликає появу або утворення — some changes.

8. The changes that occur during a process may be found to each other by different temporal relationship. One event may go on:

concurrently (to) — паралельно (до), одночасно (з);
following — слідом (за);
after — після, за;
before — до, перед тим як;

as — одночасно, коли — another event takes place.

Besides, it may precede — передувати;

follow — відбуватися слідом за;

accompany — супроводжувати — another event.

9. A process or its stage can be described as:

long_term — тривалий;
short_term — короткочасний;
completed — завершений;
incompleted — незавершений;
repeated — неодноразовий, повторюваний;
multiple — множинний, численний, осередковий;
abrupt — несподіваний, різкий;
smooth — гладкий, плавний;
preliminary — попередній;
secondary — вторинний;
continuous — безперервний;
stepwise — поступовий;
subsequent — наступний, подальший;

typical — типовий;
common — загальний, звичайний (для);
local — місцевий, локальний;
extensive — просторий, численний, великий;
intensive — інтенсивний;
rapid — швидкий;
slow — повільний;
transient — перехідний.

10. During a process the objects and materials involved may:
undergo (changes) — наражатися (на зміни), підлягати (змінам);
be subjected to (effects) — підпадати під дію, вплив;
become (different) — ставати іншим;
remain (the same) — залишатися (без змін);
acquire (new features) — набувати (нових рис);
lose (some characteristics) — втрачати (деякі ознаки);
modify themselves — видозмінюватися;
change — змінюватися, мінятися, etc.

11. A process may be:
important or essential (to) — важливий, суттєвий (для об'єкта), (for) — для досягнення певної мети;
be of great (little, no) importance (to, for) — мати велике (мале, ніякого) значення (для);
be vital (to, for) — бути життєво необхідним (для);
be significant (to, for) — бути значущим (для).
It may allow (to do smth) — дозволяти (щось зробити);
provide — забезпечити;
serve (as) — служити (в якості);
serve (to, for) — служити (для).

12. When making a communication, you sometimes have to stop to check whether the audience have been following you. You can do it by asking:
Do you follow me? — Розумієте, про що я говорю? —
or: Is that clear enough? — Я досить чітко пояснюю?

13. Hypothetical knowledge can be expressed using:
may — можливо;
must — напевно;
seem to — мабуть, певно, очевидно;
perhaps — можливо;
probably — вірогідно;
it is assumed that — вважають, що

SELF- STUDY

SCIENTIFIC COMMUNICATION

1. Read and translate the text.

Communication is essential for scientific research. Science is a public knowledge and the aim of a scientist is to create, criticize and thus contribute to the progress of ideas. This aim is generally achieved through scientific publications and conferences.

Articles in regular scientific journals carry from one research worker to another various discoveries, deductions, speculations and observations which are of common interest. Generally scientific papers are derivative and depend on previous research. References to other research are reflected in citations. A scientist relies on the citations to show the place of his investigation in the whole scientific structure.

Another opportunity to share and exchange opinions and information is national and international conferences and symposia. They play an important role in coordinating scientific research. Usually scientific gatherings are sponsored by the central scientific organizations. An organizational committee is set up which decides where and when a conference should be held. Invitations are sent out to organizations interested in the topics discussed, together with the requests to submit applications and abstracts of papers.

After receiving all necessary materials the committee publishes a programme of the events. At the conference the participants present their papers and listen to the reports read by others on the latest developments and the state of the art in their field. Papers on general topics are read before all the participants, those dealing with specific problems are presented at group meetings and plenary sessions held in subject areas under the chairmanship of distinguished scientists. After the hearings the discussions follow. Scientists can discuss a given problem with other experts in their field, argue with their scientific opponents, find out the details of some experimental procedures. The materials of conferences and symposia are usually published to allow others to keep abreast of the achievements in science.

Another type of scientific meeting is a laboratory or work-group seminar, colloquium or workshop. The members of the staff and guest speakers make reviews of the developments in their field and report the progress of their research. The speakers

expect thorough discussion and criticism, advice and help of their colleagues. Such personal exchange of views is very essential for any scientist.

Notes to the text

1. **conference** — meeting for discussion, exchange of views.
2. **symposium** — a conference at which a particular topic is discussed by speakers.
3. **event** — an item in a programme of a scientific gathering, a programme include, such events as plenary sessions, section meetings, seminars, workshops, round table talks, etc.; a social programme includes such events as dinners, reception excursions, tours, etc.
4. **the state of the art** — the level or position at a given time, especially at present, of generally accepted and available knowledge, technical achievement in a particular field.
5. **seminar** — a discussion group on any particular subject.
6. **colloquium** — a meeting for discussion.
7. **workshop** — a seminar emphasizing exchange of ideas and practical methods.
8. **criticism** — judgement or opinion on something, remark that finds fault.
9. **to keep abreast of (with)** — to keep up to date.

3. Translate the sentences. Choose the correct usage with the help of a dictionary if necessary.

1. I'll need one more **lead / led** pipe to complete this plumbing job. I only enjoy a race when I am in the **lead / led**. John was unfamiliar with that route, so Jules **lead / led** the way.
2. Mike needs to **learn / teach** how to communicate with people. Liana is patiently trying to **learn / teach** me to type.
3. If the customs officer finds nothing wrong with a traveler's luggage, the officer **lets / leaves** the traveler **let / leave** the area.
4. Roy was excited about his first **loose / lose** tooth. If you step out of line, you will **loose / lose** you place.
5. The **manor / manner**, or landed estate, dates back to feudal times in England. They don't like the **manor / manner** in which you respond to my question.
6. The coal **minors / miners** were trapped during the cave in. The young man was not allowed to enter the bar because he was a **minor / miner**.
7. Because of Mike's high **morale / moral** standards, he returned the wallet to its owner. The story of The Boy Who Cried Wolf has a **morale / moral** that applies to everyone. Because the war was immoral, the **morale / moral** of the troops was low.
8. When we drove past the skunk, the car was filled with a **nauseous / nauseated** odor.

The odor of the skunk *nauseous* / *nauseated* Sara.

9. The amount of paint needed to finish the job would fill a one gallon *pale/ pail*. Because of the long illness, Maria 's complexion was very *pale* / *pail*.

10. We *past* / *passed* the model T on the parkway. You cannot always try to recapture the *past* / *passed*.

THEME 4. CONFERENCES AND MEETINGS

1. Read and translate the text.



Organising conferences and meetings. Preparations for congresses, conferences and symposia involving wide participation and open discussion, are normally in the hands of an Organising Committee. First an advance notice and invitation is sent to prospective participants including an outline programme, details of congress fees, transport and accommodation.

Those who want to attend a scientific conference or symposium are requested by the Organising Committee to register, usually by filling in an official application form, and if they wish to make contributions, they are also asked to submit their abstracts in one of the international conference languages, English, Russian, French or German. If intending participants wish to put on a demonstration they should notify the organizers of the title, the facilities required and a short description plus one table or figure. If they wish their abstracts to be published they have to send them in by a fixed date.

Actual conduct of conferences and meetings. Before a conference or meeting can actually begin a chairman (or chairperson) or a president must be elected, who then officially opens the function. First he (or she) makes the official opening speech.

Then he reads the agenda and explains in outline the work to be done by the session. He recalls the minutes of the last meeting, which he signs as correct if the meeting approves them. If anyone has an objection to the order of business he can put forward a motion to amend it, which has to be voted upon. The agenda is only amended if the motion is carried by a majority.

The programme of a scientific conference or symposium normally follows a set pattern. In the mornings papers are read or lectures delivered by experts. Afternoons are generally for discussions and/or working groups, for which time limits will be set.

Social events such as welcome or farewell parties, theatre performances or concerts are usually held in the evenings. During some conferences, excursions and ladies' programmes are also arranged.

At the conclusion of a scientific, cultural or political conference or meeting the participants may decide to pass a resolution or issue a statement.

In this case a motion should be put forward and voted upon. The final duty of the chairman is to call upon a member to propose a vote of thanks to the organisers, contributors, sponsors and participants as well as to the focal authority for providing hospitality.

After the last speech the chairman or president declares the congress, conference or meeting closed.

2. Translate the sentences. Choose the correct usage with the help of a dictionary if necessary.

1. If we work together, perhaps we can end the war and achieve a truly lasting ***piece*** /***peace***. In time, we will be paying an extremely high price for a ***piece*** /***peace*** of paper.

2. Older children frequently ***prosecute*** / ***persecute*** their younger siblings. If you do not return the stolen money, you will be ***prosecuted*** / ***persecuted***.

3. The items written in a young girl's diary are very ***personnel*** / ***personal***. When applying for a job at a large company, you must go to the ***personnel*** / ***personal*** office.

4. The meaning is quite ***plain*** / ***plane*** and requires no further explanation. The ***plain*** / ***plane*** landed smoothly. Please ***plain*** / ***plane*** the wood so that I can build a birdhouse from it.

5. Studying computer programming is a ***practical*** / ***practicable*** plan in today's job market. Computerizing payroll is a ***practical*** / ***practicable*** business decision.

6. A preface always ***precedes*** / ***proceeds*** the body of the book. Don't let me interrupt you; ***precede*** / ***proceed*** with your work.

7. A school is as good as the teachers and the ***principal*** / ***principle***. The ***principal*** /

principle actors in the play remained for a final rehearsal of the second act. The **principal** / **principle** upon which many simple machines are based is frequently the lever.

8. As the campers lay down for the night, **quite** / **quiet** settled over the campsite. That is **quite** / **quiet** a strong accusation.

9. When we **raise** / **rise** the flag of the game, everyone will **raise** / **rise**.

10. The chairman requested committee members to **sit** / **set** down. The artist **sit** / **set** his clay on the workbench and began to create a sculpture.

3. Study the lexics for writing a scientific research paper.

AND GENERAL EVALUATION

1. Research is always done **using**:

a method — метод;

technique — методика, техніка виконання (наприклад, вимірювання);

procedure — процедура, операція, прийом;

approach — підхід, метод;

way — спосіб;

(a) means — засіб.

2. Research methods can be **subdivided** into:

experimental — експериментальні;

theoretical — теоретичні;

field — польові

observational — спостереження, etc.

3. The following **procedures** constitute most of the laboratory and field **methods**:

observation — спостереження;

sampling — збирання та відбір зразків;

selection — відбір, вибір;

detection — визначення наявності або відсутності, детектування, виявлення;

identification — (якісне) визначення, ідентифікація;

determination — (кількісне) визначення;

measurement — вимірювання;

examination — огляд, обстеження;

treatment — обробка (хімічна, механічна тощо);

storage — накопичення, зберігання;

recording — запис, реєстрація інформації (за допомогою приладів);

record_keeping — ведення записів чи журналів;

data processing — обробка даних;

counting — підрахування, облік кількості;

data refinement — уточнення даних;

registration — реєстрація, запис, облік.

4. The following **operations** may be involved in theoretical methods:

calculation — (аналітичний) обрахунок, розрахунки, обчислення;

computation — чисельне обчислення, чисельне обрахування;

approximation — наближення, апроксимація;
consideration — розгляд, міркування;
assumption — припущення;
modelling — моделювання (наприклад, математичне).

5. Most experimental and theoretical procedures can:

be made — проводитись;
conducted, carried out — проводитись, вестись;
performed — виконуватись.

6. **By using a method** one can obtain or get — отримувати — some results or data — дані, результати. One can also find — виявити, знайти;

reveal — виявити, вияснити;

produce — викликати, отримати — an effect, a change etc.

7. To **emphasize** what a method is capable of doing one can say that it

allows (to) — дозволяє;

permits (+ noun or infinitive) — дозволяє;

provides — забезпечує;

prevents — заважає, запобігає, відвертає;

enables — дає можливість, etc.

8. A method may possess the following **features**:

accuracy — точність;

reliability — надійність;

effectiveness — ефективність;

convenience — зручність;

feasibility — практичність, можливість застосування;

sensitivity — чуйність.

Every method has its own —

limitations — недоліки, обмеження;

merits — достоїнства;

demerits — недоліки;

advantages (over) — переваги (над, у порівнянні з);

promise or potentiality — мати велике майбутнє, перспективи
або потенційні можливості.

9. From the point of view of these features a **method** can be described as:

accurate — точний;

reliable — надійний;

effective — ефективний;

foolproof — безпомилковий, надійний;

sensitive — чутливий;

convenient — зручний;

feasible — реальний, який можливо втілити на практиці;

practicable — практичний, зручний;

indispensable — незамінний, обов'язковий;

useful — корисний;

valuable — цінний;

adequate — повноцінний, відповідний, достатній;

promising — перспективний, багатообіцяючий;
satisfactory — задовільний;
conventional — загальноприйнятний;
standard — звичайний, стандартний;
current — сучасний, теперішній;
available — наявний, доступний;
out_of_date — застарілий;
useless — непотрібний, від якого немає користі;
direct — прямий, безпосередній;
indirect — непрямий, опосередкований;
inaccurate — неточний;
inconvenient — незручний; скрутний;
unsatisfactory — незадовільний;
inadequate — той, що не відповідає вимогам, стандартам;
time_consuming — такий, що забирає багато часу;
pains_taking — той, що вимагає багато зусиль;
elaborate — ретельно розроблений;
unique — унікальний;
the only — єдиний.

10. The **role** a particular operation plays in a method can be described as essential — суттєва;

leading — провідна;

major — головна;

important — важлива;

unimportant — неважлива;

negligible — така, якою можна знехтувати;

minor — неважлива, другорядна.

11. Every method **is used** — використовується;

is applied — застосовується;

finds application — знаходить застосування;

is coming into use — починає застосовуватись, отримує використання.

12. Methods are **applied** for this or that

study — вивчення, дослідження;

investigation — розслідування, дослідження;

field, area, realm — галузь (дослідження);

science — наука;

engineering — техніка.

SELF -STUDY

HOW TO PREPARE A SCIENTIFIC WORK FOR PUBLICATION

1. Read and translate the text.

When a scientist wishes to publish a paper in an international journal he might be confronted with publishers' instructions like the following:

General Information. Acceptable papers should be complete and clearly written and they should contain significant contributions to important problems. The manuscript must not have been copyrighted, published, or submitted for publication elsewhere. Authors should retain a duplicate copy. Suggestions for topics will be welcomed by the editorial board.

Instructions for authors. Only original papers written in English, German or French will be accepted. Manuscripts for publication may be submitted to the editor in chief or to any member of the editorial board. They should be sent in duplicate (including the original typewritten copy). The first page of each paper should carry the title, the author's name and the name of the institution where the author has conducted his research work. Each paper must have an abstract of not more than ten lines to be translated into the other three languages.

Paragraphs that can or must be set in smaller type should be indicated with a 'P' (petit) in the margin of the left hand side. If bold type or italics are required, that should also be indicated. Tables and illustrations should be prepared on separate sheets. They must not exceed 9 by 13 inches. For the preparation of blocks good drawings and original photographs should be submitted; negatives cannot be used. The cost for all colour plates must be borne by the author. A complete typewritten list of all symbols used is to be attached to the manuscript. This list will not appear in print but is essential to avoid costly author's corrections in proof.

The list of references should include only those publications, which are mentioned in the text. They must be arranged alphabetically and numbered consecutively. At the end of each manuscript the exact postal address of the author or authors must be given.

Galley proofs will be sent to the author, with a reprint order form. Authors will be charged for alterations in excess of 10 per cent of the cost of composition. Between twenty and thirty reprints without covers will be provided free of charge. Additional

reprints may be purchased: an order form will accompany the galley proofs.

2. Translate the sentences. Choose the correct usage with the help of a dictionary if necessary.

1. The chairman requested committee members to *sit* / *set* down.

The artist *sit* / *set* his clay on the workbench and began to create a sculpture.

2. Theatre seats are most often *stationary* / *stationery*. At work, I use the company's business *stationary* / *stationery*.

3. Ms Sanchez was *surely* / *sure* the meeting would start on time. *Surely* / *sure*, I can rely on your being there on time.

4. Miss Smith *learns* / *teaches* math every Thursday. Ron Jonas, a student, *learns* / *teaches* math from Ms Smith.

5. New York is smaller *than* / *then* Wyoming, but Wyoming has a much smaller population *than* / *then* New York. First the eastern board was colonized, *than* / *then* settlers moved westward.

6. When leaving *their* / *there* / *they're* war torn country, most of the refugees left their possessions behind. *Their* / *there* / *there* are no easy answers to the problems of worldwide hunger. As for the members of Congress, *their* / *there* / *they're* not always responsible for the wisest decisions.

7. The special crew worked *threw* / *through* the night to repair the damaged wires. When the Little League pitcher *threw* / *through* the ball, her teammates cheered.

8. United States presidents often travel *too* / *to* / *two* foreign countries. Many foreign heads of state visit the United States *too* / *to* / *two*. *Too* / *to* / *two* visitors were Mugabe and Yeltsin.

MODULE TEST

1. Translate the sentences. Choose the correct usage with the help of a dictionary if necessary.

1. I **accept** /**except** your apology. Everyone **accept** /**except** John may leave.
2. When visiting a foreign country, you must **adapt** / **adopt** yourself to the customs practiced there. The Greens plan to **adapt** / **adopt** several hard to place children.
3. Because of Michael's excellent **advice** /**advise**, Bob completed a successful deal. Michael will **advice** /**advise** Bob to be daring.
4. The accident didn't **effect** /**affect** Thomas. The **effect** /**affect** on his brother, however, was great.
5. When you forget your medication, you **aggravate** /**annoy** your medical condition. Your forgetting **aggravates** /**annoys** me.
6. Call me when you are **all ready** /**already** to go. By the time Sue arrived we had **all ready** /**already** finished dinner.
7. (**Alright** is not an acceptable word.) Is it **all right** /**alright** to leave this window open?
8. The four of us were all **together** /**altogether** at the coffee shop. This book is **together** /**altogether** too long.
9. At some point, the speaker **alluded/referred** to the new opportunities in business. The speaker **alluded/referred** to statistics that demonstrated the increased number of small businesses.
10. I resent your **allusion** /**illusion** to my cooking as comparable with McDonald's. You have the **allusion** /**illusion** that I enjoy classical music — I don't.

2. Translate into Ukrainian.

1. to be primarily concerned with —
2. to be sufficiently validated —
3. to have (no) apparent connection —
4. to improve the sampling procedures —
5. to be evident —
6. to apply a particular concept —
7. to reveal a gap or limitation (in) ...

8. **pure scientist** —

9. **to be able (unable) to undertake** —

3. Translate the sentences. Choose the correct usage with the help of a dictionary if necessary.

1. My car can run *farther* / *further* on this brand of gasoline. I cannot continue this discussion any *farther* / *further*.

2. Gary invited *fewer* / *less* people to his office party this year. Since she moved from a house to an apartment, she has *fewer* / *less* space.

3. Please dress *formally*/ *formerly* for the wedding. I was *formally*/ *formerly* employed by a jewelry company, but I am now working in a bank.

4. Alice performed a *well* / *good* job. Alice performed the job *well* / *good*. Alice feels *well* / *good* about herself (not bad). Alice feels *well* / *good* today (not sick).

5. The continuous, harsh, and rasping sound *grated* / *greated* on my nerves. A *grate* / *great* in the sidewalk covered the opening to the sewer.

Ernest Hemingway was considered a *grate* / *great* writer in his own lifetime.

6. Orange juice is *helpful* / *healthy*. If you eat properly and exercise sufficiently, you will be *helpful* / *healthy*.

7. Although he did not state it directly, the candidate *implied* / *inferred* his opponent was dishonest. From the mayor's constructive suggestions, the townsfolk *implied* / *inferred* that he was trying his best to do a good job.

8. Marlene stood *in* / *into* her living room. Wayne came rushing *in* / *into* the room.

9. I think *it's* / *its* a fine idea. The dog wagged *it's* / *its* tail.

10. Mrs. Peterson always buys that *kind of* / *sort of* / *type of* meat. I like that kind of / sort of / type of book. This is my favorite *kind of* / *sort of* / *type of* music. (These expressions can be used interchangeably. They should never be followed by “a”.)

4. Translate:

a method —

technique —

procedure —

approach —

way —

(a) means —

field —

observation —
sampling —
selection —
detection —
identification —
determination —
measurement —
examination —
treatment —
storage —
recording —
record_keeping —
data processing —
counting —
data refinement —
registration —

APPENDIX

Education

Education plays a very important role in our life. It is one of the most valuable possessions a man can get in his life. Human progress mostly depended upon well-educated people. Self-education is very important for the development of human's talents. Only through self-education a person can become a harmonically developed personality. A person becomes a highly qualified specialist after getting some special education. And professionalism can be reached only through it. Even highly qualified specialists from time to time attend refresher courses to refresh their knowledge. We get our knowledge of this world and life through education. Many famous discoveries would have been impossible if people were not interested in learning something. Education develops different sides of human personality, reveals his ability. Besides, it helps a person to understand himself, to choose the right way in this world. The civilized state differs from others in the fact that it pays much attention to the educational policy.

An educated person is one who knows a lot about many things. He always tries to learn, find out, and discover more about the world around him. He gets knowledge at school, from books, magazines, from TV educational programs. The pupils can get deeper knowledge in different optional courses in different subjects and school offers these opportunities. The result of the educative process is the capacity for further education. Nowadays the students of secondary schools have opportunities to continue their education by entering lyceums, colleges, higher schools.

But the road to learning is not easy. To be successful in studies one must work hard. It's for you to decide to learn and make progress or not to learn lose your time. The role of foreign languages is also increasing today. Thanks to the knowledge of foreign languages one can read books, magazines in the original, talk to foreigners, translate various technical articles. Moreover, joint ventures which have recently appeared in our country need specialists with profound knowledge of foreign languages like English, German or French. To know foreign languages is absolute necessary for every educated person, for good specialists. Our country is transferring to a market economy. Research and innovations should improve living, working conditions of our people. Progress in

every practical field depends on having capacities that schooling can educate. Education is thus a means to foster the individual's, societies, and even humanity's future development and prosperity. One's individual development and the capacity to fulfill one's own purposes can depend on an adequate preparation in childhood. Education can thus attempt to give a firm foundation for the achievement of personal fulfillment. That is why it is so important to be persistent in learning.

From the History of Pedagogics

The Greek were innovators in educational methods which mainly depended on imitation and memorization. The method of instruction that early men used was through imitation. Children began to imitate their elders first in play. In fact, children of all periods have done this. Toys and games were miniature of adult activities. During Homeric age and for a long time afterward the youth were set noble examples of great men to imitate. The method of instruction aimed to affect conduct. There was no divorce of word and deed. The young were constantly under the supervision of their elders. A young man was continually being directed or reminded, — this is just and that is unjust; — this is honourable, that is dishonourable; — do this and don't do that. And if he obeys, well and good; if not, he is punished.

The Romans were no innovators in educational methods. They copied their educational method from Greek. Roman boys were expected to memorize the law of their people. Like the Greeks, Roman boys were set noble examples of; manhood to imitate. But unlike the Greeks, they were under the supervision not of a pedagogue, as he often was a slave, but of their fathers. Rome's great schoolmaster Quintilian (42-118 after Christ) mentioned that the way of learning by precept - was long and difficult but by example - short and easy. Later the Education of Roman youth became literary in character. More time was spent on grammar and effective speech. The youth were taught to express themselves artistically.

The revival of learning which began in Italy in the 14th century (The Renaissance) influenced in the sphere of education almost at once. The best humanistic teachers attempted to make the educative process an attractive and enjoyable one. In their works they repeated many of the ideas which the Rome schoolmaster Quintilian had written for youth many centuries ago. There was the same insistence on the value of an all-round education, on the need to adapt subjects to be learned to the individual bent and to the age of the pupil.

The Dutch scholar Erasmus (1466-1536) has left instruction on how to adapt subjects to be learned to the individual bent and to the age of the pupils. He noted that the — innate capacity and the — native bent of the child could be developed through

instruction; Erasmus insisted on the importance of beginning a child's education from the earliest years. He remained his opinion that where the method was sound, where teaching and practice go hand in hand, any discipline may be acquired by the flexible intellect of man.

I. Answer the questions.

1. What educational methods were dominant during Homeric age and for a long time afterward?
2. Were Romans innovators in educational methods?
3. What disciplines do Romans prefer the most?
4. When did the revival of learning begin in Italy?
5. What did the Rome's great schoolmaster Quintilian say about learning?
6. What the theory of learning was suggested by the Dutch scholar Erasmus?

Teaching Creative Thinking

In the past twenty years a common objective of all school programs has been to develop critical and creative thinking in each individual.

Children who are encouraged to think become more and more independent. An independent, thinking child will be able to express himself well. He will learn to face emotional and mental problems. A dependent child, on the other hand, learns to imitate and follow set patterns in life rather than to take the initiative to think through his problems by himself. Our society is full of such imitations as a result of the lack of teaching of creative thinking in the schools. We need to evaluate our school programs to be sure we are teaching each child to think creatively. We need to find and encourage the talents of our children. We, too, need to teach creatively, and evaluate our teaching.

In the preschool years children are naturally creative as they try to make sense of the very large world around them. Once they reach the primary grades, however, they have learned enough that they no longer have the same compelling need to be inventive just to survive. The teacher's role in these two early stages is somewhat different. In the earliest years, we need to support children's natural creativity, protecting them from the academic pressures that so often are forced upon them. In the primary years, we need to support children's need to get things "right," while continuing to nurture their creative abilities.

Researchers in creativity learning, suggest several ways in which teachers can build a climate for creative behaviour. She begins by pointing out some misconceptions regarding the development of creativity. These guidelines for teaching and the applications of theory that preceded them may seem overwhelming to you if you have not yet had any teaching experience. Yes, there is much to remember. It is wise, however, to develop your skills gradually. Take time to experiment with an idea or two, and then reflect on your experiences before trying others. This step-by-step approach to learning about teaching will help ensure your success.

I. Answer the questions.

1. What is a common objective of all school programs in the past twenty years?
2. What is difference between independent and dependent children?

Art of Teaching

Teaching has a scientific basis which can guide its practice; it also has an artistic side. The role of the teacher is a complex one that has been shaped by historical and contemporary forces. Expectations for teachers have changed. In the nineteenth century the primary concern was the teacher's moral character, whereas today we are more concerned about the teacher's pedagogical abilities. Today almost one-third of our students come from minority backgrounds, a situation that is currently reshaping the teacher's role. Teachers are expected to work in complex multicultural educational settings and to provide good educational experiences for all children. Increasingly teachers are expected to have advanced preparation⁸ and to demonstrate their knowledge of both subject matter and pedagogy.

Effective teachers¹¹ are those who understand the knowledge base on teaching, can execute a repertoire of best practices, have attitudes and skills necessary for reflection and problem solving, and consider learning to teach a lifelong process. "The scientific basis of teaching is learned mainly through studying research and the wisdom of practice accumulated by the profession. From scientific knowledge certain teaching principles and propositions have been derived which can inform "best" teaching practices. Principles based on research, however, cannot be translated directly into fixed recipes and formulas that will work all the time. Repertoire refers to the number of strategies and processes teacher are prepared to use. Effective teachers develop a repertoire of methods and skills to successfully carry out various aspects of their work.

A teacher's work can be conceptualized around three main functions: the executive, the interactive, and the organizational. The executive functions of teaching refer to the leadership roles teachers are expected to play in their classrooms, such as providing motivation, planning, and allocating scarce resources. The interactive functions refer to methods and processes teachers employ as they provide day-by-day instruction to students. The organizational functions refer to teachers' work in the school community, including work with colleagues, parents, and school leadership personnel. Effective practice includes abilities to approach classroom situations in reflective and problem-solving ways.

Learning to teach is developmental, and teachers go through predictable stages. At first they are concerned about survival, later about their teaching situation, and finally about the social and academic needs of their pupils. Learning to teach is a complex process, and information that is useful to experienced teachers may not have the same value for beginners. Parents and teachers often influence a person's decision to enter teaching and affect a teacher's vision of teaching. Memories of favorite teachers, however, may not be the best models for developing one's own teaching style, because these teachers may not have been as effective as they seemed.

Teachers' Professional Qualities

Many young people consider teaching as a career. It's not surprising: after your parents your teacher may be the most important person in your life. With all the teachers you meet, you think there isn't anything you don't know about the work. That's where you are wrong, since only those who are in it can appreciate it. Teaching is far more difficult than many people realize. A good teacher is prepared for the challenges of the classroom and ready to change a lesson plan when necessary. The key word in teaching is balance. The material must not be too difficult or too easy. All the students must be given an opportunity to participate and pushed so that they realize their full potential.

A good teacher is full of energy and enthusiasm. Simply put, if a teacher shows little or no energy and is not enthusiastic about the material, the students will notice. It's very important for a teacher to instill a love of learning in students and get the most out of them. A good teacher makes learning so much fun that the student doesn't see it as work but rather as enjoyment.

In every classroom there is a tendency for a few students to want to answer all questions and dominate classroom discussion. If a teacher is not careful, the result may be that many students will feel left out and frustrated. The key to effective teaching is to ensure that all students have a chance to participate. When doing group work and pair work, a good teacher mixes the groups so that students have a chance to work with different partners. Another sign of a good teacher is one who pairs a strong student with a weaker one. This helps to achieve an optimal balance in the classroom.

It sometimes happens that an activity takes more or less time than planned. In such situations, it's really important to be flexible. For example, if students absolutely love an activity and generate many ideas, it's a good idea to let them continue because they're engaged and fully learning. At the same time, if an activity bombs, it's fine to cut it short and move to another one.

Another quality of a good teacher is patience. Students often know the answer to a question but simply need time. If a teacher is impatient, students may be reluctant to answer a question because they will realize that if they wait long enough, the teacher will answer it for them. Rather, a good teacher gives students the time they need to answer a

question and gives them confidence.

Positive feedback is also very important. A good teacher encourages students and makes them understand that mistakes are part of learning. If they feel comfortable in the classroom, they can relax and learn from one another. A good teacher also learns the strengths and weaknesses of each student and does everything necessary to enhance their learning environment by targeting lessons to address their greatest needs. This is only possible when the teacher knows his/her students well.

A good teacher is fair, patient, flexible and enthusiastic. Every classroom is different so a good teacher prepares lessons that meet the needs of his/her students. In many cases, lessons don't go exactly as planned, so a good teacher makes adjustments whenever necessary. Also, every good teacher learns from past experiences and improves over time.

I. Answer the questions.

1. Why the key word in teaching is balance?
2. What a good teacher must be?
3. Is an energy and enthusiasm necessary for a teacher?

The Learning Environment

The learning environment should be flexible, recognizing that children learn holistically, and that individual learners have individual needs. Teachers should plan for an environment that engages children with a wide variety of abilities, learning styles, and preferences. Providing a variety of ways to access the curricula to meet various learning styles can help to provide the best outcomes for all learners, including those with special needs. Flexible environments include the following: hands-on materials, which encourage children to use their imagination. In addition to blocks, visual arts materials, found materials such as sticks, cloth, boxes, and so on enhance children's learning through play. Loose parts – anything that can be moved around, carried, rolled, piled, or combined, such as wood, containers, shapes, and so on – foster creativity and problem solving. Teachers may want to avoid the use of commercial toys that are linked to television shows or other adult-generated stories, as they tend to undermine children's own imaginative play.

Oral language, that plays a special role in nurturing children's capacity to express ideas and feelings, and to extend and shape their own thinking and learning. Language-rich environments provide children with chances to communicate, explore relationships, tell stories, ask questions, and shape the world around them. Teachers can encourage children to explore their rich linguistic potential by following a child's lead, responding in ways that are appropriate to the context and to the child's level of linguistic development, and elaborating and extending the child's language. It is also important to incorporate other approaches into oral language activities. For example, teachers may include icons and pictures, incorporate singing, make intentional use of body language or elements of signing, or include opportunities for physical engagement during oral instruction and storytelling. Oral storytelling, which is a central part of BC Aboriginal cultures, allows children to share their experiences and to demonstrate their listening skills. It also helps to: sharpen their imagination, working memory, and visualization skills; enhance critical and creative thinking; increase vocabulary and understanding of unfamiliar words; improve listening and speaking abilities; spark an interest in reading; and develop greater understanding of their own and others' cultural heritage.

Numeracy develops when children are given opportunities to engage with early numeracy concepts such as classification, magnitude, enumeration, dynamics, pattern, shape, measurement, and spatial relations. Found materials such as buttons, beads, and small stones are useful for counting and sorting. Open-ended materials such as wooden blocks, puzzles, measuring tools (cups, measuring tapes, scales), can be provided in a math centre, along with board games, card games to meet Mathematics Prescribed Learning Outcomes with a play based approach.

Situating the math centre near the dramatic play centre encourages children to use math manipulative in their play.

Physical activity enhances brain development, coordination, social skills, gross motor skills, emotions, leadership, and imagination. It also helps children build confidence and self-esteem, and learn to enjoy being active. Kindergarten children learn through all their senses, so the learning environment must accommodate hands-on, whole body learning and the physical activity needed for healthy development.

I. Answer the questions.

1. Why the learning environment should be flexible?
2. What does the flexible environment include?
3. Why do the language-rich environments play a special role in nurturing children's capacity?
4. When does numeracy develop in children?
5. What does the physical activity enhance in children?

The Teacher as an Actor

Early childhood educators rarely think of themselves as actors. For example, the teacher's use of voice is just as important as the actor's. As we get older we get more monotone, especially if we're men. Children will look at you and seem to understand what you say, but if your voice doesn't convey an important message to them, they may choose to assimilate and accommodate something else that's more interesting.

Children get used to hearing an instruction voice, a reprimand voice and a praise voice. Those vocal tones can have an effect on the management and control of the classroom if the teacher is consciously aware of using the different voices.

Body language is important for the teacher as well. For children who are just learning to speak, body language is critical. We know that if there's a conflict between the verbal and the nonverbal message, we will hear the nonverbal. For example, if you praise a child, it's important that they see your face light up and your eyes get big and your body expand itself, so that not only do they hear that they did a wonderful thing, but, even more importantly, they see it from the teacher.

Referring to the importance of getting both voice and body language to work successfully together, teacher turns actor. You need to think about the message you want to convey and be sure your voice and body match it.

Next is look at your lesson plans for each day to determine which things will require more energy maybe because it's something the children don't like too much or even that you don't like. Once you identify these areas, you must be ready to follow through with extra effort.

The second is enthusiasm, which is sometimes tied closely to giving extra effort to an unpopular lesson. That's probably the area that you should teach with the most enthusiasm. It's really a kind of salesmanship. You're trying to sell the children on the idea that something is important to learn and that it will help them. Enthusiasm, as we know, is contagious and the children will pick it up from you.

The third is excitement¹. Children need to believe that the teacher truly finds the job full of excitement and transfers how exciting learning new stuff is to the class. As schmaltzy as this may seem, it is becoming one of the most vital ingredients in good,

memorable teaching.

The three factors can go a long way toward dealing with a major problem for today's teachers: making learning attractive for children of the television age who are further distracted by the severe problems that many of them face in their homes.

Learning through Play

In playing, children express, explore, combine, and extend what they have learned about the sights, sounds, smells, and textures of the world around them; about the words, signs, symbols, and customs of their language and culture; and about their own and other people's thoughts, feelings, ideas, and sensations. In the play scenarios children invent and explore by themselves and with other children, they bring together everything they have learned and are wondering about. In play, children represent and transform the world around them, providing other children and adults with a window into their thoughts and perceptions, and often helping adults to see the world in new ways. Much of children's early learning takes place through play. The positive emotions associated with play are as important as the skills children are building in creating a disposition to enjoy learning and to embrace it with confidence.

Play promotes healthy physical, intellectual, and social-emotional development in ways that cannot be achieved by focusing on narrow pre-academic skills, such as counting to 10 or learning the alphabet. For example, when children play with blocks, sand, or water, they are learning the basis of logical and mathematical thinking, scientific reasoning, and cognitive problem solving. During dramatic play they are re-contextualizing what they have learned from personal experience or listening to stories. In symbolic play using literacy materials, they are deepening their understanding of the nature and purposes of written language.

During active play, children learn to have fun while being physically active. They have a chance to release their energy, display calmer behavior during the day, and sleep better at night. During group play activities with their peers, children are building relationships, combining ideas, compromising, developing oral narratives, and learning to take the perspective of others – key elements of social competence, creative thinking, imagination, and emerging literacy.

To foster optimum development in all domains, children need two kinds of opportunities for play: child-initiated and teacher-initiated. Both opportunities contribute to the development of children's language skills, early literacy. In both, the teacher or teacher assistant supports children to extend what they are doing and to make meaning as

they engage in play activities. In the hands of a skilled two kinds of play are useful in kindergarten – play initiated by children and teacher-initiated learning experiences guided by an adult. Through its less formal structure, play provides children with chances to choose their own level of challenge, and to be stretched by others in a low-stress opportunity.

I. Answer the following questions.

1. What do the children learn through the play?
2. What does the play promote?
3. What thinking is developed in the children when they play with blocks, sand, or water?
4. What do the children learn during dramatic play?
5. What do the children learn during active play?
6. What are two kinds of play foster optimum children development in all domains?

Regard, Consideration and Respect

Respect is necessary for a successful business life. It is also necessary for a healthy relationship with oneself, with others and with society. As an educator, you can help children develop this essential value from a young age by emphasizing its different facets with their own examples and through classroom management. If love cannot be simulated, regard, consideration and respect can. These can often be formed in a teacher who devotes herself to acquiring a detailed knowledge of her children's abilities, achievements, needs, physical status and home life. If she joins this knowledge with a recollection of the difficulties, disappointments, small successes and little joys of her own childhood, she may be able to put herself emotionally and imaginatively in the place of her children. She can thus try to develop the feeling that has been called "empathy". This is a feeling that is essential to the correct estimate of the feelings of others, and that must result in better interpersonal understanding. The only guide that can be offered to build up this empathy towards your children is: learn to know them. Study them as individuals worthy of your regard. They will surprise you with their potential powers. From there, it is just a short step to respect. Their reaction to your effort will make the time spent most worth-while. With this respect for children come very important attitude. You will be willing to give the child a new start in your class. You will not be interested in his former failures, but only in his reaction to your constructive attitude.

With this changed attitude towards the child, he will feel himself well with the teacher. He will know that, if he makes a mistake, he is still safe in the teacher's understanding and esteem. Also is important for students to be in a positive classroom where they are comfortable enough to express their ideas and questions. Creating this positive climate requires the teacher to lead by example. Open lines of communication are the key to positive climates, so involve students in the development and maintenance of a positive environment. Positive classroom climates result from established expectations and consequences, discussion and review of classroom activities, and student and teacher cooperation.

A well-managed classroom is characterized by mutual respect among the students and by their respect for authority. They learn to respect their teachers and other personnel

in the school. They can later transfer this respect to other figures of authority, such as their future college professors or managers. Simple rules like raising their hands before speaking or addressing you with a proper title help them develop this respect through good manners. You can also help them foster it on a deeper level by showing them, through your behavior and self-respect, that you are worthy of their respect.

I. Answer the following questions.

1. Why respect is necessary for a successful business life?
2. Can an educator develop this essential value from a young age? What ways?
3. Can regard, consideration and respect to children be simulated?
4. What can be simulated and what cannot?
5. What is "empathy"?
6. What is the way to learn to know the children?
7. Why the positive climate is necessary for pupils?
8. What well-managed classroom is characterized by?

The Interactive Functions of Teaching

Presentations, explanations, and lectures by teachers comprise a large portion of classroom time primarily because curricula in schools have been structured around bodies of information which students are expected to learn.

The presentation teaching model draws its rationale from three streams of contemporary thought: concepts about the way knowledge is structured, ideas about how to help students acquire meaningful verbal learning, and concepts from the cognitive sciences that help explain how information is acquired and processed.

Bodies of knowledge have logical structures from which key concepts and ideas are drawn for teachers' presentations. Knowledge can be broken into two main categories: declarative and procedural. Declarative knowledge is knowledge about something or knowledge that something is the case. Procedural knowledge is knowledge about how to do something. People process information in terms of basic units, sometimes called propositions or ideas. The way that new knowledge is processed is heavily dependent on the learner's prior knowledge. People take in information and knowledge through their senses and transform it into working and long-term memory.

Meaningful verbal learning occurs when teachers present major unifying ideas in ways that connect these ideas to students' prior knowledge, and presenting the information with clarity, enthusiasm, economy, and power. The instructional effects of the presentation model are mainly to help students acquire, assimilate, and retain information. The general flow or syntax for a presentation consists of four main phases: presenting objectives and establishing set, presenting an advance organizer, presenting the learning materials, and using processes to help extend and strengthen student thinking.

Successful presentations require a fairly tightly structured learning environment which allows the teacher to effectively present and explain new information and the students to hear and acquire the new information.

The pre-instructional tasks include carefully selecting content, creating advance organizers, and matching both to students' prior knowledge. Presenting information to students requires preparing students to learn from presentations as well as delivering

learning materials.

Clarity of a presentation depends on both the teacher's delivery and the teacher's general mastery of the subject matter being presented. Advance organizers serve as intellectual scaffolding on which new knowledge is built. Specific techniques used in presenting new material include explaining links, rule-example-rule, elaborations, and verbal transitions. Teachers can help students extend and strengthen their thinking about new materials through discussion, questioning, and dialogue.

Post-instructional tasks of the presentation model consist mainly of finding ways to test for student knowledge acquisition. Because students will learn what is expected of them, it is important to test for major ideas. If testing is limited to the recall of specific ideas or information, that is what students will learn. If teachers require higher-level cognitive processing on their tests, students will also learn to do that.

Distance Learning

After years of lost weekends and long-range commuting, distance-learning students can now undertake a whole programme in the comfort of their living rooms, thanks to CD ROMs, video and the Internet. Business schools such as Harvard are at the forefront of the electronic revolution with highly sophisticated interactive applications for their full time programmes. E-mail, advanced video-conferencing and the Internet ensure a more effective contact between full-time students and tutors. Other schools are taking advantage of this same technology and philosophy to provide innovative teaching methods for distance learning.

The programme materials are available on the Internet and via interactive databases. In addition to text, the advanced system allows students to receive and download images, video and sound. A key factor of this integrated learning environment is that distance learning students can obtain regular access to fellow participants, enabling them to exchange ideas and advice, and to pass on information. Unlike previous experience, distance learners can now be part of an international student class, just like their full-time student counterparts - but the classroom is now of global dimensions. Students can join from home or work, and the online resource is continuously updated. Among the most successful operators is the Open University. Based in the UK, Open University programme reaches students in more than 40 countries across Europe, the Americas and Asia. The University delivers more lectures and classes off-campus via satellite and two-way video at a fraction of a cost. Distance learning is coming on fast and this type of study could soon be the norm. A number of leading schools duplicate many aspects of their full-time programme in the distance learning option. They aim to maximise student/teacher contact through e-mail, fax and telephone. Workshops also form an important forum for direct feedback. Some schools combine online learning with classroom sessions to sustain the – peer group element of the programmes, which feature a – virtual campus that allows participants to work together on projects via the web. These online teams are brought together for classroom sessions held in different cities throughout the year. Whatever the location of the physical part of the course, the creation of the virtual community of students may turn out to be the key to success. The

communication facilities of the Internet may yet allow participants to learn what they need from their fellow students – even if they never meet in real life.

E-student profiles often differ from those of students who choose traditional classrooms. More than half of online learners are over 30 years old, hold down a fulltime job and already have a degree. Distance education provides adults with knowledge -the food of the modern workplace.

It would be naive to assume that everybody will be excited by e-learning. That is not just a generation issue – people have different preferences. Neither age nor family responsibility should preclude anyone from seeking a traditional degree. Conventional, campus-based courses are becoming more and more flexible. The division between them and distance education is breaking down. Technological change and university reforms are narrowing the difference between distance and campus-based higher education. The move towards flexible learning has been driven by the growth of the Internet. Allowing the students to fulfill their course requirements in different ways has obvious benefits. A student in any country can study on the same course as a campus-based student or the one who commutes and only attends lectures intermittently. Universities try to provide learning environment using the latest technology for the students to take advantage of the benefits of any time, learning anywhere to be better prepared for the future.

I. Answer the questions.

1. What innovative teaching methods are popular today?
2. What is a key factor of this integrated learning environment?
3. What is the distance learning?
4. Does E-student differ from those of students who choose traditional classrooms?
5. What are advantages and disadvantages of e-learning?

Internet and Education.

The invention and development of the Internet was the biggest discovery by mankind in the 20th century that leads to a revolution. Today, the Internet is used by more than 50% of the world population as its applications are found in nearly every fields of life: be it communication, knowledge, news, shopping, marketing, entertainment, education, etc. The fast and relatively low cost access is one of the major benefits of Internet to people and students all over the world. Communication and information are the two most important advantages of the Internet in education. Internet has been an indispensable tool of the teaching-learning process for both teachers and students as it provides users with great opportunities to access information and communicate.

The Internet offers a host of ideas, a broad array of information and engaging, interactive opportunities to educators and students. As mentioned above, communication is one of the biggest advantages of the Internet in education. Students can contact other students or their teachers via the E-mail if they have queries about any information. Sharing of information, discussions on a particular subject, etc. can be easily carried out using the Internet. At the same time, teachers can also contact the parents and guardians easily using Internet.

The Internet can be most useful for completing projects in schools and colleges. As the Internet is an ocean of information, covering nearly all subjects known to man, one can literally find information, research work, etc. required for one's projects. Going through the information on the Internet is definitely faster than reading an entire book on the subject.

Teachers use Internet for a large variety of purposes including materials development, planning lessons, accessing instructional resources and communicating with colleagues. In addition, teachers guide students to benefit from Internet resources in order to do their assignments and projects.

Sometimes, encyclopedia may not always be available to students and they may have difficulty in gaining access to the books in the library. In that case, the encyclopedia of different subjects available on the Internet can be helpful. Another positive effect of Internet in education is the onset of distance education or online learning. With this

facility, you can take up short term courses with the course material available online, learn and give exams. One of the benefits of online learning is that people from any part of the world can gain knowledge on different subjects, complete courses, etc. with the help of online learning.

These were some of the advantages of the Internet in education. Lastly, although the Internet cannot replace books or classroom education, it is one of the best substitutes for those who wish to gain deeper knowledge on literally every subject.

With these points, we find that the importance of Internet in education cannot be denied and hence, every student should be given access to the Internet for deeper understanding and knowledge of a subject. However, lots and lots of information can be termed as both, advantages and disadvantages of the Internet as students can also have an access to unwanted or unethical information and sites. Therefore, it is only wise for parents to make students understand what are good and what not for them or keep a watch on their surfing.

I. Answer the questions.

1. What was the biggest discovery by mankind in the 20th century?
2. What fields of life does mankind use the Internet?
3. What opportunities does the Internet provide to educators and students?
4. What is online learning?
5. What is advantages and disadvantages of the Internet?

The Role of Play in Child Development

Play is extremely important for children, but this importance is not widely understood. Parents need to hear from their child's trusted teacher that building with blocks is a valuable learning experience; otherwise they come to rely on worksheets as benchmarks of their child's learning.

Children learn by being active participants who explore experiment and inquire. During play, children are free to experiment, attempt and try out possibilities, enabling them to reach above and beyond their usual level of abilities. Play offers children opportunities to master their environment. When children play, they are in command; they use their imagination and power of choice to determine the conditions of play. In an environment where children are allowed to discover independently, at their own pace and in their own unique way, they are more likely to become enthusiastic, inquisitive learners. The following describes the unique learning that takes place in the block, language, creativity, and dramatic play, math, and science centers.

Block center. When children place one block on top of another, they learn basic science concepts such as balance, size and weight relations. When children make a barn for play animals, they learn to use their imagination and gain self-confidence to try their own ideas. Even clean-up time promotes learning. Important beginning math skills are learned as blocks are sorted and classified.

Language and circle time center. When children listen and talk about a story, they learn to love books, remember a sequence and recognize that there is a beginning, middle, and end to books and stories. When children sing, as a group, they learn how to participate with others, to hear and repeat rhythms, and extend their memory.

Creativity and art center. It can be difficult to understand how the mass of lines and colours a child creates is part of the learning process. When children choose and gather paper, scissors, and crayons, they learn decision-making skills such as how to implement their ideas and how to follow through on a task. When children create with paint, they learn to mix colors and use their own ideas while exploring and discovering consequences.

Dramatic play center. When children put on dress-up clothes, they learn to express

themselves and try out different roles. When children make "dinner" together they learn to cooperate, share, and make friends. A child who has a new sibling at home can express his or her feelings in a safe setting, and a child who is missing his or her Grandma can pretend to visit her.

Math and manipulative center. To many adults, math is a difficult subject. However, if from an early age children have positive hands-on experiences, they learn math concepts in a nonthreatening way and take what they learn from one concept and apply it to the next. When children are investigating sea shells with magnifying glasses, they begin to recognize similarities and differences of objects. When children sort bear counters of different shapes and sizes, they learn to classify.

In order for children to understand their world, they must have opportunities to explore and question and then actively construct their own knowledge.

Classroom management

Classroom management is not an end in itself but a part of the teacher's overall leadership role. Managerial and instructional aspects of teaching are highly interrelated and in real-life teaching cannot be clearly separated.

Unless classroom management issues can be solved the best teaching is wasted, thus making it possibly the most important challenge facing beginning teachers. A well-developed knowledge base on classroom management provides guidelines for successful group management as well as ways of dealing with disruptive students. A large portion of disruptive student behavior can be eliminated by using preventive classroom management measures such as clear rules and procedures and carefully orchestrated learning activities. With-itness, momentum, overlapping, smoothness, and group alerting increase student work involvement and decrease off-task behavior and management problems.

Effective managers have well-defined procedure that govern student talk and movement, make work requirements clear to students, and emphasize clear explanations. Effective managers establish clear rules and procedures, teach these rules and procedures to students, and carefully orchestrate classroom activities during such unstable periods as the beginning and end of class and transitions. Effective managers develop systems for holding students accountable for their academic work and classroom behavior.

Regardless of planning and orchestration skills, teachers are still often faced with difficult or unmotivated students who will choose to be disruptive forces rather than involve themselves in academic activity. Effective managers have intervention skills for dealing quickly with disruptive students in direct but fair ways. Effective managers recognize the importance of interpersonal influence which stems from several sources: ability to distribute and withhold valued rewards, vested authority, expertise and special knowledge, and personal attractiveness and membership in a primary reference group.

Teachers can encourage desirable behaviors by giving praise and granting rewards and punishments. Specific approaches to classroom management, such as assertive discipline, emphasize the importance of being clear about expectations and consistent in administering consequences. In the long run, effective teachers find ways to reduce management and discipline problems by helping students learn self-management skills.

As with other teaching functions, effective teachers develop an attitude of flexibility about classroom management because they know that every class is different and plans, rules, and procedures must often be adjusted to particular circumstances.

Although many aspects of thinking about classroom management can be learned from research, some of the complex skills of classroom orchestration will come only with extended practice and serious reflection.

Discipline - a positive act

This article is aimed at parents of children or teachers who have interaction with children and feel that they could benefit from some extra discipline.

For a lot of parents, the School seems to be the answer to all problems. This is where a lot of parents go wrong – discipline isn't something that should be entirely left to the school. It needs to be a joint effort between the home and the school, between parents and teachers.

Whilst the school does play a very vital part in bringing up a child, the parents also have to take their fair share of responsibility. But how do you discipline a child without harming them? Here are some suggestions:

- Parents need to be firm and fair. Shouting at children just for the sake of it, is not the answer. This could be a short-term solution to a long-term problem. Children should not associate discipline with punishment, as this is not very helpful to their development. Learning through fear is not a positive way of approaching a situation. A child may behave well for a while because they are scared of the repercussions but they may not have understood the reason why the behaviour is considered bad in the first place. More often than not, children behave badly in an attempt to seek attention from parents or teachers. It is worth spending time talking to your child and making them realise that you are there for them. Communication is vital to maintaining good discipline and involves not just talking to your children but also listening to them.

- Set a good example to them. You cannot expect your children to be epitomes of good behaviour if you yourself as a parent are setting a poor example. If your children see you shouting, abusing and behaving in a threatening manner to other people, they're going to think that this is an acceptable way of conducting oneself.

- Praise your child for good behaviour. This will encourage your child to understand that it isn't just bad behaviour that gets noticed. Once in a while, it might be an idea to reward your child with a treat if he has behaved exceptionally well. The only thing parents need to be careful of is to ensure that children don't expect a reward in return for behaving well.

- There may be many reasons why your child is misbehaving – one of these could

be that they are being bullied at school for instance. They may feel that they are not in a position to fight back or tell anyone about their negative experiences. This article also deals with the issue of bullying and how you discipline your child if he is bullying other children.

If your child is a victim of bullying, you can speak to the school to get help. The school needs to take responsibility to try and actively sort this problem out. Teachers are very aware of how to help with issues revolving around bullying.

If your child is a bully, it might be an idea to speak to the school to see if you and the teacher can work out a discipline program to help your child. You may need to enforce a stricter pattern of discipline at home.

Answer the questions.

1. Educating discipline in children depends on school and teacher only, doesn't it?
2. Should discipline educate through the punishment?
3. What is vital to maintaining good discipline?
4. Who must be a good example to child?
5. What may be reasons why your child is misbehaving?
6. What methods of educating of discipline do you know?

About Computer Basics for Grade School

Since about a quarter of a century, the educational potential of computers is being explored by educationalists. Many scientists point to the ability of computers to support and even enhance teaching and learning processes in primary education. Today computers are used in many elementary school classrooms as everyday tools. One key aspect of the significance of computer use in primary schools includes learning benefits for children. At various stages of development, primary school children are able to perform basic tasks such as open and close a program; open, close, save and print a file; locate keys on the keyboard; understand the function of keyboard keys; gain fine motor skills to use the mouse; type, select, and format text; insert pictures and clip art; draw and format shapes; create slides and apply simple animations; view, add, and filter records in a database and more advanced tasks such as troubleshooting and working with design layout. Elementary school children learn how to use a computer for research, as well as what websites should be trusted for accurate information. Lists of educational sites are often printed out for pupils use at home, and aid further exploration of interesting subject matter. In elementary school, teachers introduce the basic functions of the computer, as well as organizational tricks and tips for using computers to assist in completing homework assignments.

For example, learning the functions of the mouse will help elementary school children navigate their way around the computer screen. Introducing elementary school children to the world of word processing help to develop not only typing skills, but spelling as well. Demonstrating basic functions of Internet browsers for the pupils show them how to use a search engine, and where to type their search words.

One software program that recommend for use with first and second graders is Read, Write & Type. With this program, children learn to read and write through a multisensory method that combines phonics and whole language and teaches keyboarding along with reading, writing, spelling, grammar, and punctuation. It does not mean that you teach reading without a book or writing without paper. Another program is Kid Pix. Kid Pix is one of the most widely used creativity programs in schools, and it can be used from kindergarten through eighth grade. Kid Pix Deluxe, a paint and draw program, can

be used to create individual and class slide show presentations. The children can also post their presentations to the class Web page. Print Shop lets children make cards, posters, postcards, banners, and letterheads.

So, children today use computers in their daily lives, to the extent that they are as essential to education as paper and pencil. Computer activities for elementary school pupils are endless.

I. Answer the following questions.

1. What basic tasks are primary school children able to perform?
2. Elementary school children learn how to use a computer for learning or playing only?
3. What does the world of word processing help to develop in elementary school children?
4. What the instructional software programs that recommend for use with first and second graders do you know?
5. What skills do they form in elementary school children?

Technology Education for Primary Schools.

Technology education in primary schools involves the use of computers and other electronic devices in the classroom. Teachers can use technology to deliver information or provide ways for children to complete classroom lessons. Using technology in primary schools helps children learn computer basics at an early age.

Debating the pros and cons of technology in schools, especially the primary grades, is fairly common in education circles. Some teachers maintain that teaching technology at an early age is simply exposing children to one of the tools commonly used in today's world, according to Education World, a website for educators. On the other hand, it is sometimes challenging to find technology-based lessons that are appropriate for children in primary schools.

The most people prefer to learn visually, for example by watching videos, films and movies. Young children in particular have a strong preference for learning this way. For this reason, computers can be an effective way to teach young children.

Social-media websites such as Twitter can play a role in technology education for primary schools. Some educators believe using Twitter or creating blogs in the classroom can help encourage children to read and write. Critics, however, strongly caution that these skills should not take the place of traditional reading and writing exercises.

Technology can provide a creative outlet for primary-grade children. For example, children can use technology to learn about art history on the Internet and hone their own art skills. One way to do this is through lessons using computer-art programs such as Microsoft Paint or Photoshop. Children can use computer software to learn how to fill in objects with color, for example. To take it a step further, children can use their critical-thinking skills to complete worksheets or discuss colour and shading, according to the website for TechnoKids, an educational software developer.

The presence of computers in classrooms has not only given children the chance to learn how to operate computers but has also allowed for a major change in the way educators teach children.

Answer the following questions.

1. Why do teachers use technology electronic devices in the classroom?

2. Is there debating between the teachers about uses computers at an early child age?
3. What learning do the most people prefer?
4. How the social-media websites can help children to learn?
5. Can children develop the critical-thinking skills using computer-art programs?
6. What does the technology education in primary schools involve?

Concept Teaching

Concepts are the basic building blocks around which people organize their thinking and communication. A concept's critical attributes help define it and distinguish it from other concepts. The various kinds of concepts include conjunctive concepts, disjunctive concepts, and relationship concepts.

Concept learning and logical thinking are critical goals for almost everything taught in schools. These become important scaffolding for building student understanding of school subjects. Concept learning is essentially a process of putting things into classes or categories. The knowledge base on concept learning and teaching is extensive.

The instructional effect of concept teaching is mainly to help learners acquire conceptual understandings of the subjects they are studying and to provide a basis for higher-level thinking.

A concept lesson consists of four major phases: presenting goals and establishing set, providing examples and nonexamples, testing for attainment, and helping students analyze their thinking processes.

There are several different approaches to teaching concepts. Two of the most prevalent are direct presentation and concept attainment. In direct presentation the teacher labels and defines the concept early in the lesson and then presents the best examples through exposition. In concept attainment the teacher presents examples and non-examples of a particular concept but does not define and label the concept until the end of the lesson.

Preinstructional tasks include concept selection and analysis, selection of examples and nonexamples, and decisions regarding the sequence in which to present the examples.

Through questioning and discussion, teachers help students analyze their thinking and integrate new learning with old as the final phase of a concept lesson.

As with other instructional models, a major post-instructional task requires teachers to match their testing programs to the model's particular goals.

When evaluating students' understanding of a concept, it is important to ask students to do more than merely define the concept. Students should also be asked to demonstrate their knowledge of the concept's critical attributes and its relationship to

other concepts.

I. Answer the following questions.

1. What kinds of concepts do you know?
2. What is concept learning?
3. What are the major phases of concept lesson?
4. What approaches to teaching concepts do you know?
5. What do preinstructional tasks include in?
6. Why questioning and discussion is so important for both teachers and students at the lesson?

Primary Education

Primary education provides safe and positive environments where effective learning can take place. Primary education aimed to provide an opportunity to have a team that is steady to interact. The primary education is the phase where students may be influenced positively or negatively. The future of a child is totally depending on the primary education. Primary education will boost your kids' self-confidence and offer your child the skills they need for the long success in this competitive world. The youngsters who do not receive the basic education throughout their early years are instructed the counting, alphabet, colors, and shapes after their formal education started, they are going too far behind the children who already possessed the basic knowledge of everything.

Primary education has several benefits in the development of a child. Here, some of them are described:

1. Supports Social and Emotional Development.

It is very important for young children to spend some time with other children before starting primary school, especially for those who are from different cultures and backgrounds. One cannot take too lightly the significance of group activities. The group interaction help children to develop a sense of respect for others, learn the difference between right and wrong, how to play with cooperation, the importance of sharing, solve disputes, follow instructions, and voice their opinions.

2. Teaches Independence and Confidence

It is a proven fact that children in their early phase of life who attend a preschool that gives a positive and nurturing environment more stable than those who don't, this also improve confident and individual young achievers. Early education offers a safe, happy and healthy environment where children can obtain a sense of self and explore new things which learns them about themselves.

3. Improves Reading and Communication Skills

The communication and reading skills of a kid are directly associated with their primary education. Generally, between the age of three and five, a child's communication skills developed, that is why the primary education is essential to child's overall

development. Young kids who attend preschool have much better reading and communication skills than those who don't.

Various researchers claim today that getting a good primary education has more influence on children's overall development than their family background. Poor primary education can lead to a child towards negative effects. While primary education determines the development and growth of various aspects of a child in context to the society, on the other hand, having a poor quality of elementary education or absence of it can lead children to illiteracy. Consequently, primary education is the most crucial phase of a child's life. It shapes them into a better thinker, learner and human being.

Elementary education is very advantageous not only for an individual but also for the country as well. It is the foundation for the further education. It forms the lives of children by promoting their decision making skill. The children who got early education become more productive and skilled than those who don't get this fundamental education. Furthermore, when a nation is educated, it does not suffer many losses due to innovativeness and capabilities of its citizens who are able to bring about the revolution both at the grass root level and national level.

I. Answer the following questions.

- 1.What does primary education provide?
- 2.What knowledge can children get at primary school?
- 3.How does group interaction help children to develop?
- 4.What do researchers claim today about getting a good primary education?
- 5.Why children who got early education become more productive and skilled than those who don't get this?

What is Teaching?

Teaching is defined as the interaction of a teacher and children over a subject. Teaching involves a teacher trying to teach someone something somewhere. Can there be teaching without students? If there are no children, there is no teaching. Can there be teaching when there are children, but no teacher? Often educational process goes on without teachers, but the activity is called learning, not teaching. Can there be teaching without a subject? There must be a medium, a subject, about which there can be structured and sustained dialogue. Teaching involves a teacher and a child interacting over a subject in a setting.

Some say that teaching is a science. These people stress the scientific aspects of teaching and focus on ways to systematize the communication between teacher and children. Others say that teaching is an art. They argue, actual teaching involves great amounts of intuition, improvisation, expressiveness, and efficiency teaching depends on high levels of creativity, sound judgment, and insight. The teacher, like the conductor, draws upon a repertoire of skills and orchestrates a highly complex process.

Is it not possible that teaching may be some art and some science?

Perhaps the best way to call teaching is not an art, not a science, but a profession. Teaching involves professional judgment. Teaching calls for the trained eye to see what is actually happening and the trained mind to decide what to do next. Teaching will become more effective when we consciously choose to employ teaching strategies, when we broaden our repertory of strategies, such as: training and coaching (developing basic and advanced skills by using clear objectives); lecturing and explaining (presenting information in ways that it can be easily processed and remembered); inquiry and discovery (teaching thinking skills, problem-solving, and creativity through inquiry and discovery); groups and teams (sharing information and exploring attitudes, opinions, and beliefs through group processes); experience and reflection (enabling students to reflect on learning that takes place in work settings, internships, travel, or outdoor activities).

These strategies can be employed with any subject in any setting and across any age group. They provide the basic professional information that any teacher needs to become more effective as a teacher. The rest comes through practice, patience, and

perspiration.

Primary Education in Ukraine

Preprimary education in Ukraine is included in the state educational system. It is subordinate to the Ministry of Education. The major types of preschool facilities are nursery schools, which take care of infants from six weeks to three years old, and kindergartens, which are intended for children from three to six years of age. Orphans and children without proper parental care are placed in children's homes, boarding kindergartens, and or family-type and sanatorium-type facilities.

There are also specialized preschool institutions for children with physical and mental disabilities, as well as other diseases. The length of stay at most of the facilities is nine hours, but there are also institutions, which work on a 24 hour basis. Preschools provide childcare and initial intellectual, physical, and aesthetic education. Special emphasis is made on the preparation of children for primary school. Classes are devoted to the development of speech and elementary numerical skills, singing, dancing, foreign languages, and art. The government encourages the study of the Ukrainian language and culture. Teachers for preschool institutions are trained at specialized departments of teacher training schools, institutes, and universities, as well as advanced training and retraining institutes.

Elementary school education in Ukraine forms the foundation of a child's schooling career. Ukraine's Law on Education states that provision of elementary schools must be made wherever there are students. Elementary or primary education acts to develop children's personalities, talents, formation of morals, working education as well as knowledge of the human body, nature, industry and society. This level of education is compulsory in Ukraine and is available at various types of institutions. Students begin secondary comprehensive schooling at the age of 6 or 7 years.

I. Answer the following questions.

1. What is preprimary education subordinate to?
2. What are the major types of preschools?
3. Where are the orphans placed?
4. What kind of education do preschools provide?

Tasks of the primary school.

The general principles and tasks of elementary education are reflected in the basic curriculum of elementary education. Proceeding from the basic curriculum, the Ministry of Education and Science of Ukraine develops standard curricula for general educational institutions. In the standard curricula, the content of the fields of study is presented in the form of school subjects and courses of the invariable component. Based on the standard curricula, educational institutions prepare working curricula on an annual basis in which they concretize the variable component of elementary education, taking into account the organizational specifics of the academic process.

The fourth year is the graduation year in the elementary school. It ends in state examinations to measure the educational achievements of the graduates, most often in the Ukrainian language or language of study, reading and mathematics. The content, forms, procedure, and schedule of such annual examinations are determined on an annual basis and approved by the Ministry of Education and Science of Ukraine.

The educational results of the elementary school are:

- full-fledged verbal, reading, computational skills and physical abilities;
- general view of the real world;
- sufficiently developed thinking, imagination, memory, and sensor abilities;
- creative ability;
- attitude to work, art, and health as to values
- ability to perform simple creative tasks.

I. Answer the following questions.

1. What are the general principles of elementary education in Ukraine?
2. Who develops standard curricula for general educational institutions?
3. Which year is the graduation year in the elementary school?
4. What are the fourth year examinations assessing?
5. What are the educational results of the elementary school?

Creating Positive Language Learning Experiences

Classroom Organisation

Teaching a large group of pupils requires good organization. Teachers need to be well prepared to enable them to monitor and help individual pupils and groups. A well-organised classroom is achieved through working together. Establishing rules and routines helps to ensure that activities such as independent reading and writing are positive experiences. The curriculum shows that it is the responsibility of each teacher to ensure that pupils' learning is fostered through a rich and varied process. Teachers are expected to provide different forms of classroom organization that will complement the variety of learning the curriculum has to offer; this includes pupils working collaboratively in groups, working individually, and working as a whole class to achieve the learning goals.

The teacher is a facilitator and guides pupils' learning. He/she assesses the needs of all pupils and responds appropriately by providing a range of effective learning experiences. Teachers are expected to bring a rich imaginative and innovative range of teaching strategies and resources to the learning process.

Collaborative Learning

Pupils are motivated by hearing the ideas and opinions of others, and by having the opportunity to react to them. Experience of collaborative learning helps facilitate a child's social and personal development, and the practice of working with others brings pupils to an early appreciation of the benefits to be gained from cooperative effort. It also exposes pupils to different opinions and group problem-solving activities to create an interactive exchange that will help to broaden and deepen individual pupils' understanding.

Print-rich Environment

It is important that, from the first day at school, pupils are encouraged to see books and reading materials as exciting, pleasurable and interesting. The classroom should be organised in a way that facilitates interaction between pupils and books and develops the pupils' interest in literacy, language and learning. The regular use of word wall charts and posters in which words, phrases or even sentences are changed very regularly will help to focus pupils' attention on the written word, and will encourage them to respond

appropriately. One important element of the print environment is the regular display of the pupils' writing, whether on the classroom walls or as items in the classroom library. As such, it can become part of the pupils' reading material and provide stimulation to the reader and encouragement for the writer.

Independent Reading Time

Independent reading time – or sustained pupils' silent reading – is a critical component of a well-designed language programme. Teachers should provide at least fifteen minutes every day for learners to practice reading in a book they've selected. By doing this, learners develop their vocabulary, fluency, comprehension, word identification skills, and stamina, but they also develop a culture of reading.

Active Learning

Active learning is learning by doing. It includes games, role-play, project work, investigation and problem solving. Active learning helps motivate pupils and helps them to develop a higher level of skills and understanding and a positive attitude to learning.

Gender Equality

Girls and boys have an equal right to quality education. It is important to choose boys and girls equally when asking questions, perhaps by asking a boy, then a girl, in turn. Teachers can promote gender equality in their classroom by changing the sitting arrangement and groups regularly. They can also ask boys and girls to take responsibility for tasks in turn.

Homework

At the end of the lesson, write the homework clearly on the board and make sure that pupils have understood what they have to do and have copied it into their notebooks. Start the next lesson by reviewing the homework. Evaluate the previous lesson through the answers to the questions given for homework. If there are common errors, a teacher may need to go and revise the lessons relating to these errors.

The Purpose and Benefits of Assessment

An effective literacy programme includes regular assessment of pupils' learning. One purpose is to identify competences that need to be reviewed. Assessment provides

teachers with information on which skills pupils have or have not mastered. It helps teachers know the skill levels of their pupils, since pupils have varying experiences and knowledge. The second purpose is to monitor pupil progress. The teacher can identify those pupils who need further review before covering additional content and those pupils who are ready to move forward. The third purpose is to guide teacher instruction. Through regular assessment, a teacher can make informed decisions about appropriate instruction for each pupil. Additionally, the fourth purpose of assessment is to provide teachers with information on how instruction can be improved. Keeping records of the assessments will help teachers identify individual problems. Records such as these should enable teachers to identify where individual pupils need help.

Inclusive Education

All pupils, including pupils with special educational needs, have the right to an education that is appropriate to their needs. The aims of education for pupils with special educational needs are the same as those for all pupils. Education should be about enabling all pupils, in line with their abilities, to live full and independent lives so that they can contribute to the development of their communities, cooperate with other people, and continue to learn throughout their lives. Education is about supporting pupils in developing their spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical abilities. One of the most difficult tasks facing primary teachers is to find ways of meeting the learning needs of all the pupils in their class. In any class, there will be some pupils with learning difficulties and others who are more able or gifted. It is important that all pupils develop self-confidence and self-respect and enjoy learning.

Pupils with special educational needs are, first of all , pupils, and have much in common with other pupils of the same age. There are many aspects to a child's development that make up the whole child, including: personality, the ability to communicate (verbal and non-verbal), resilience and strength, the ability to appreciate and enjoy life, and the desire to learn. Each child has individual strengths, personality and experiences so particular disabilities will impact differently on individual pupils. A child's special educational need(s) should not define the whole child.

Successful strategies for teaching children.

Praise and encourage children for trying and when successful. Praise with words and through gestures. Try to link lessons with children's experiences and everyday life. Use group or paired work so that children can learn from their classmates. Read out what you have written on the board. Face the class when speaking. Speak clearly and loudly but don't shout. Try to ensure children practice their skills using different materials, for example, reading words on flashcards, writing words, reading words in books. Assess the children's understanding before moving on to a new topic. Encourage children to watch and listen to their peers. Make sure you have the class attention when teaching. Encourage the child to use a pointer or their finger when reading to help them keep their place.

Games and Puzzles

Games are fun learning activities that provide opportunities for the learners to practise their newly acquired language. Games also serve as a useful starter or as warm-up activities. The following games are included in the Primary 1 English programme:

Buzz

Write words or letters on the blackboard. Point to the words in random order. Pupils say the name of the word as quickly as possible.

Complete the word

In each of these puzzles, there are two blanks. Fill in the blanks with letters to complete an English word. For example, use the letters “a” and “w” to make Kiny_r_anda = Kinyarwanda. This game reinforces vocabulary, knowledge of word structure, and spelling patterns.

I see

One pupil selects an object, such as a car, and says, “I see something that begins with the letter C.” The other pupils look around and try to guess what the object is. Pupils can use colours to describe the object, such as “I spy something green.” This game aids young pupils in becoming familiar with the alphabet, and also with observation. It can be played as a whole class or in small groups or pairs.

Role-play

Role-play is a form of drama where the learner takes on another person’s role to use language authentically in a situation similar to his/her real life – for example, shopping in the market, going to visit the doctor.

Say and draw

This is a method of practising new vocabulary or assessing the vocabulary already learnt. The teacher says the name of an object and the learner quickly draws it.

Dictation

This is a way of practising listening skills or assessing the learners’ ability to understand the spoken language. Dictation can be given in different ways. One way is for the teacher to say a letter, a word or sentence twice while the learners actively listen. The

teacher then says the sentence once more and the learners write the sentence in their exercise books.

What is missing?

Write five vocabulary words on the blackboard. Read the words with the class. Ask the pupils to close their eyes. Erase one of the words. Ask the pupils to read the words again. Ask the pupils, “What word is missing?” Pupils identify the word and help the teacher to spell the word on the board. Repeat, each time erasing a different word.

Word detective

Select some words from the Pupil’s Daily Reader. Say the name of the word, and then the pupils must scan the story and find the word as quickly as possible. When the pupils have found the word, they put their finger on the word and raise their hand.

Low cost teaching resources

The teaching aids are an essential part of learning process. It is important for pupils to have a variety of learning experiences. If teachers provide materials that add interest to the lesson, this can help to reinforce learning. Having a print-rich environment is important for developing pupils' language skills because they discover that there is another way to communicate—through print. A print-rich environment helps foster skills needed for reading. Pupils begin to discover cues that help them figure out words they see which lays the foundation for reading. A print-rich environment also spurs an interest in writing. Pupils want to model what they see around them and communicate in written form. Carefully arranged environments alone do not teach. They provide the opportunity for pupils to engage in the use of language with each other; however, it takes the guidance of sensitive, knowledgeable teachers to realize the potential of teaching aids.

Some sample activities with flashcards

Flashcards are useful teaching resources. They are easy to make and can be used in a variety of ways. These are a few examples:

- Putting words together to make sentences

- Illustrating a word with a drawing to build vocabulary

- Identifying the words that begin with the same letters

- Identifying the words that end with the same letters

- Identifying syllables that rhyme

- Identifying syllables that begin with the same sound

- Reading words as fast as you can in random order

- Putting flashcards on objects: the word window on the window

- Matching opposites.

Word walls

Each year pupils must learn and use sufficient amount of new words. The use of a word wall in a classroom can be a highly effective teaching strategy to improve literacy skills. Word wall activities encourage active pupil participation. Gestures, such as pointing to keywords during a lesson, offer visual reinforcement, which can be very helpful for pupils. Word wall activities engage pupils while they learn key vocabulary, whether it

be learning to explain a word, to compare it to other key concepts, or to spell it. A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or white-board in a classroom. The words are printed in a large font so that they are easily visible from all areas of the classroom. The teacher and pupils refer to these words continually throughout a unit or term during a variety of activities.

Charts and posters

Charts and posters can provide an approach to meaningful teaching of vocabulary with an emphasis on pupil engagement and higher level thinking skills. Charts can help:

- build vocabulary, thereby improving reading comprehension and writing style;
- reinforce understanding of subject-specific terminology with a focus on pupils internalizing key concepts;
- help pupils improve spelling and awareness of spelling patterns;
- provide visual cues for pupils;
- encourage increased pupil independence when reading and writing.

Displaying pupils' writing

Displaying pupils' writing in the classroom sends a message to pupils that their work and their learning are important. Children can share their writing in a number of ways:

- give the writing to the teacher to respond to it;
- read it out loud in class or to another class;
- display it on the classroom wall;
- make it into a book for keeping in the class library.

Fostering attitudes and values in Primary

Teachers exemplify the values that lead to intellectual curiosity and learning, and can foster positive attitudes and values in the pupils in their classes. This can be achieved in a number of ways. How teachers interact with pupils can establish the classroom as a place that nurtures hard work, creativity, innovation, respect, and appreciation for the unique abilities of each learner. In making a classroom a positive and supportive learning environment that promotes key attitudes and values, teachers should ensure they do the following:

Treat all learners equally and encourage participation

When teachers are fair in their treatment of pupils in their classes, pupils will understand that the school community cares about the success of each and every one of them. A teacher should call on girls as often as on boys. Effective communication involves listening, speaking and taking turns. A good teacher *manages* communication to be sure that all pupils have an opportunity to answer questions. A good teacher does not allow only a few pupils to dominate the discussion. Teacher should model and encourage active listening, in which pupils take responsibility for listening to and understanding what each other says. This is a vital part of the learning environment. Opinionated speaking is equally important, clearly stating thoughts and feelings without interfering with the rights of others.

Co-operation enables learners to work together, sharing responsibilities, materials, roles and learning. Small groups of pupils can divide roles and share responsibilities between them. Co-operation must be practised if groups of pupils are to work independently.

Problem-solving and negotiation help learners to resolve conflicts and make decisions.

Establish structures for learning

Pupils learn best when the learning is dynamic and active, and takes place in a context of order and stability. Teachers should create a chart of class jobs and responsibilities, to involve pupils in keeping their classrooms clean and organised. At the beginning of the

school year, teachers should discuss rules for co-operation and working in small groups. It is important that pupils understand the classroom rules so they can adhere to them.

Act as a role-model to pupils

Teachers should describe and demonstrate the behaviours that they expect from their classes. When teachers are confident and competent in presenting to their classes, they lay the foundation for effective learning. Teachers should prepare materials and review lessons in advance in order to ensure they have mastered the information and skills at the core of the activity.

Avoid negative communication

Teachers should avoid negative and disrespectful communication with children as this destroys the environment that nurtures learning. When teachers are dismissive of incorrect or wrong answers, they discourage learners from responding again. It is important to teach pupils the importance of perseverance, hard work, and trying again when they do not succeed.

Integrating cross cutting issues into teaching and learning.

Cross cutting issues are issues that touch a number of different aspects of the society. The curriculum reflects the significance of connections between different subject areas, integrating them across years and cycles. The crosscutting issues, which have been integrated in the curriculum, are described below:

Comprehensive Sexuality Education

Environment and Sustainability

Financial Education

Genocide Studies

Gender

Inclusive Education

Peace and Values Education

Standardisation Culture

How to integrate cross cutting issues into teaching

When integrating cross-cutting issues into teaching the teacher should:

1. Examine the syllabus and identify topics or areas where the different cross-cutting issues can be integrated.
2. Find the content of the cross-cutting issue which is to be integrated into the content of the selected topic.
3. State the core messages which the pupil will learn.
4. Choose the teaching and learning method which will help the pupils develop the intended knowledge, skills competencies and attitudes.
5. Plan the lesson while integrating the subject matter content with the content of the cross-cutting issue.

Lesson planning and preparation

A lesson plan is the teacher's road map of what pupils need to learn and how that can be achieved effectively during class time. Before planning a lesson, the teacher will first need to identify the learning objectives for the class period. Then, teachers can design appropriate learning activities and develop strategies for gathering feedback on pupil learning. Providing specific instructional objectives for pupils' learning will help teachers determine the kinds of teaching and learning and interdisciplinary issues to be addressed. When planning lessons, teachers must ensure that learners with special educational needs have equal access to learning. The teacher and learning activities outlined in the lesson plan will define how teachers can assess whether the learning objectives have been accomplished. A successful lesson plan addresses and integrates the following three key components:

- objectives for pupils' learning
- teaching and learning activities
- strategies to assess pupils' understanding.

Attitudes and values: respect everyone in the classroom

As pupils work, play and learn together, they learn important social skills. They gain experience in getting along in groups, working together to achieve a goal, negotiating and compromising. They also learn basic manners and develop empathy for others. These are skills that children need not only in school but also throughout life. The following are guidelines for teaching and assessing the attitudes and values in this unit (respect everyone in the classroom). Examples of learning and teaching activities are provided so that teachers can identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately without bias or subjectivity.

Examples of teaching and learning activities

The teacher acts as a role model promoting good communication skills; for example, when modelling dialogues, the teacher greets pupils politely in class and the pupils respond appropriately.

The pupils practise greeting each other politely.

The class discusses how to greet people politely.

The pupils participate in pair and group activities.

The pupils ask others their name and say their own names.

The pupils introduce each other.

The pupils listen to and practice following classroom instructions.

The pupils listen to one another.

The pupils are respectful of others' points of view.

How to assess attitudes and values in this unit

Observation: assessment criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing etc. Observation is very important because it is used before the lesson begins and throughout the lesson, with the teacher continuing to observe each and every activity.

GRAMMAR
PRESENT SIMPLE TENSE
EXERCISES

1. Put in am, is or are.

1. The weather is very nice today. 2. I ... not tired. 3. This case ... very heavy. 4. These cases ... very heavy. 5. The dog ... angry. 6. We ... hungry. 7. My brother and I ... fond of tennis. 8. I ... 17, I ... 22. 9. Ann ... at home but her children ... at school. 10. I ... a student. My sister ... an architect.

2. Write full sentences. Use am / is / are each time.

1. (My shoes very dirty).....
2. (My bed very comfortable)
3. (I not happy today)
4. (She 6 years old)
5. (The houses old)
6. (Those flowers beautiful)
7. (The examination not difficult)

3. Put in am/is/are.

1. Чия це книжка? — Це не моя книжка. Це його книжка.
2. Де твоя ручка? - Вона в пеналі.
3. Чий це портфель? — Це портфель моєї сестри.
4. Чиї це олівці? — Це олівці не мої. Це олівці мого сина.
5. Чия це кімната? - Це кімната мого брата. В кімнаті стіл та стілець.
6. Це твій зошит? — Цей зошит не мій.
7. Де твої книжки? - Мої книжки на полиці.
8. Це його батьки? Так, його.
9. Чий це папір? — Це мій папір. — А де мій? Твій папір в столі.
10. Ця дівчинка моя сестра. їй сім років.
11. Це моя кімната. Кімната велика. В кімнаті багато книжок.
12. Де ваші батьки? — Вони на роботі.
13. Чий це кіт? — Цей кіт мій.
14. Це моя машина. Машина нова. Вона в гаражі.

15. Де твоя сестра? — Вона вдома.
16. Я не учень. Я студент.
17. Його брат учень. Він у школі.
18. Мої батьки інженери. Вони на роботі.
19. Ви лікар? - Ні, я вчитель.
20. Твоя сестра учениця? — Ні, вона інженер. Вона на роботі.
21. Її сестра не секретарка. Вона вчителька.
22. Ці люди лікарі? - Ні, вони льотчики.
23. Ваша сестра вдома? — Ні, вона на роботі.
24. Наш батько вчений.
25. Його тітка не лікар. Вона актриса.
26. Це моя книжка. Вона на столі.
27. Мій двоюрідний брат не вчений, він інженер.
28. Це картини. Вони на стіні. Картини дуже гарні.
29. Моя бабуся пенсіонерка. Вона не на роботі. Вона вдома.
30. Ваші діти школярі? — Так, вони школярі.

4. Put in *am/is/are*.

1. He ... a student. He ... a good student.
2. His father ... a doctor.
3. My mother ... not a teacher.
4. ... your sister a pupil? — Yes, she
5. They ... at home now.
6. This ... my house.
7. ... they at school? — No, they ... not at school.
8. ... your father a pilot? — Yes, he
9. Nicky... not a student. He ... a pupil. He ... at school now.
10. These men ... drivers.
11. I ... a pupil, I ... not a student.
12. ... this your book? — This book ... not mine. My book ... in my bag.
13. Michael has a brother. His brother ... 20. He ... a student. He ... at home now.

14. These ... his newspapers.
15. there any books on your table? - Yes, there
16. I ... a doctor. I ... a good doctor.
17. his friends at school now? — No, they ... in the garden.
18. ... her sister a teacher? - Yes, she

5. Поставте подані речення в питальній і заперечній формах.

1. My friend lives in London.
2. Her uncle speaks French badly.
3. It often snows in winter.
4. He is my best friend.
5. His parents get up very early.
6. They listen to the news every evening.
7. We usually spend our holidays in the country.
8. They are our relatives.
9. My sister wants to become a teacher.
10. Her child likes to read the fairy-tales.

6. Розкрийте дужки, вживаючи дієслова в *Present Simple*.

1. I (not to walk) to work every morning.
2. She (to wash) her car once a week.
3. We (to spend) our holidays in the country.
4. He (not to hope) to go there.
5. She (to go) to the theatre twice a month.
6. Mary (not to live) near the station.
7. You (to take) your dog for a walk?
8. She always (to invite) her friends to her birthday party.
9. He (to drink) coffee every morning.

10. Her brother (to study) in London?
11. I (to go shopping) every day.
12. He (to speak) Spanish?
13. I (to visit) my friend every week.
14. Helen (not to read) a lot.
15. He (to sleep) till nine o'clock.

7. Поставте подані речення в заперечній і питальній формах.

1. He goes to school every day.
2. My sister works here.
3. They eat a lot.
4. We work every day.
5. I come from Ukraine.
6. He comes from Germany.
7. They live in the USA.
8. He plays football every day.
9. I visit my parents very often.
10. His father works at an office.
11. She gets up at seven o'clock.
12. They play tennis very often.
13. We go to the cinema on Saturdays.
14. He wants to become a pilot.
15. My brother watches television every night.
16. I read newspaper every day.
17. Her father finishes his work at six o'clock.
18. Nick goes to bed at nine.
19. He goes to school by bus.
20. We skate once a week in winter.

8. Розкрийте дужки, вживаючи дієслова в *Present Simple*.

1. She (to learn) English.
2. I (to like) music.
3. My brother (to be) a school-boy. He (to go) to school.
4. Michael (to do) his lessons every day.
5. She (to live) in this house.
6. After supper my sister (to go) for a walk.
7. We (to visit) our grandparents very often.
8. The girl (to sing) very well.
9. My father (to work) at school.
10. Usually I (to have) dinner at 3 o'clock.
11. He (to want) to become a doctor.
12. Our mother (to come) home very late.
13. His brother (to go) in for sports.
14. She (to like) reading very much.
15. They often (to take) a bus.

9. Make a test:

1. Maggie and Carol good friends.

a) am b) are c) is d) isn't

2. Sue a science teacher.

a) are not b) is c) are d) am

3. Mark Steven a student at Kennedy High School. It an old school.

a) am / is b) are / is c) is / am d) is / is

4. Margarita from Spain. I from Turkey.

a) is / am b) are / is c) am / is d) is / are

5. You and I at the same age.

a) am b) isn't c) are d) is

TEST

Present Tenses Review.

I. Choose the correct item.

1. The President _____ a new healthcare plan.

a) has announced b) is announcing c) has been announced

2. She _____ trying to pass her driving test but fails every time.

a) kept b) is keeping c) keeps

3. Do you _____ a lot of work to do tonight? I was hoping we could go out to dinner at about 6 pm.

a) has b) have c) had

4. Who _____ my toothbrush?

a) is using b) uses c) has been using

5. My uncle still _____ heating oil from a company in Chicago.

a) sells b) sold c) will sell

6. The next train _____ this evening at 17.00.

a) is leaving b) leaves c) has left

7. A tornado _____ part of a shopping mall in Oklahoma.

a) destroys b) has destroyed c) is destroying

8. The human body _____ 206 bones.

a) has been containing b) has contained c) contains

9. Light _____ at almost 300,000 kilometers per second.

a) travels b) is traveling c) has been traveling

10. I _____ sushi, but I didn't like it.

a) am trying b) tries c) have tried

11. When I have finished dressing, I put on my shoes and _____.
a) am going downstairs b) go downstairs c) has gone downstairs
12. I _____ to do it right now.
a) want b) am wanting c) have wanted
13. Zoe _____ another chance by her boss.
a) was given b) has been given c) is given
14. The people _____ out of their money.
a) have been cheated b) are cheated c) were cheated
15. These monkeys _____ bananas now.
a) are eating b) eats c) have been eating
16. Jessica _____ each word.
a) is believing b) has believed c) believes
17. I admire that she _____ to her exercise plan.
a) has stuck b) is sticking c) has been sticking
18. Are you going to the school dance on Friday? - I'm not sure. I _____ yet.
a) haven't decided b) am not deciding c) haven't been deciding
19. She _____ yoga since the beginning of the year.
a) is doing b) has been doing c) does
20. This coming weekend, she _____ in a half-marathon race.
a) runs b) is running c) has been running
21. Helen _____ to an audio book this week.
a) listens b) has been listening c) is listening
22. What _____ in Tokyo? She _____ a business.
a) is she doing / is running b) does she do / is running c) has she been doing / runs
23. Recently, he and his family _____ to a house on the same street as me, and now our children play together almost every day.
a) moved b) has been moving c) has moved
24. I wear my glasses when I _____.
a) read b) am reading c) have read
25. You _____ my toothbrush.

a) always take b) have always been taking c) are always taking

26. I _____ here for ten years

a) have been working b) am working c) have worked

27. Tourism _____ more and more popular nowadays.

a) becomes b) has became c) is becoming

28. Look. The cat _____ the mouse

a) is tasting b) tastes c) has tasted

29. He _____ to move to another city.

a) always wants b) has always wanted c) always wanted

30. For the last ten years, Jack and I _____ for the same hockey team every Saturday.

a) play b) are playing c) have played

31. They _____ the problem for more than an hour.

a) have been discussing b) are discussing c) discuss

32. Dave, where have you been? We _____ for you for over an hour.

a) have waited b) are waiting c) have been waiting

33. Peter is in the library. He _____ for his finals.

a) is studying b) has been studying c) has studied

34. I _____ I am reading.

a) study b) am studying c) have been studying

35. I _____ my homework. Now I'm going to watch TV.

a) finished b) am finishing c) have finished

PAST SIMPLE TENSE

EXERCISES

1. Complete the sentences put the verb into the correct form, positive or negative.
(simple past tense)

1. It was warm, so I off my coat. (take)

2. The film wasn't very good. I it very much. (enjoy)

3. I knew Sarah was very busy, so I her. (disturb)

4. I was very tired, so I to bed early. (go)
5. The bed was very uncomfortable. I very well. (sleep)
6. Sue wasn't hungry, so she anything. (eat)
7. We went to Kate's house but she at home. (be)
8. It was a funny situation but nobody (laugh)
9. The window was open and a bird into the room. (fly)
10. The hotel wasn't very expensive. It very much. (cost)
11. I was in a hurry, so I time to phone you. (have)
12. It was hard work carrying the bags. They very heavy. (be)

2. Complete the sentences in simple past tense.

1. I my teeth. (brush)
2. Tom tennis with his friends. (play)
3. They for their exam. (study)
4. Susan to me quietly. (talk)
5. Thomas me with my homework. (help)
6. Daniel his car. (wash)
7. The baby a lot. (cry)
8. The man so fast. (walk)
9. The mechanic the car. (fix)
10. My mother the flowers. (water)
11. The policeman the bus. (stop)
12. Alicia her bag. (carry)
13. She the door. (open)
14. Sonia the train. (miss)
15. I my teacher. (like)

3. Complete the sentences in simple past tense.

1. She to bed at 10 o'clock yesterday. (go)
2. Jenny very late as well. (sleep)
3. They a lot of calories in that marathon. (burn)
4. Benny about a year ago. (quit)
5. Todd 10 pounds when he was born. (is)
6. Dan his car to car wash. (take)
7. The boy off the couch in the morning. (fall)
8. The bride after the groom. (run)
9. The hot air balloon at the field a lot of attention in yesterday's game. (draw)
10. My mother the birds before we left for vacation. (feed)

4. Complete these sentences in the PAST TENSE, using the correct verb:

* play * enjoy * watch * listen * talk * phone * stop * walk * travel * like * stay

I watched the late film on TV last night. 1. We really the concert last night. It was great! 2. She with friends in Brighton last summer. 3. Italy very well in the last World Cup. 4. Her parents by train from Shanghai to Moscow. 5. I you four times last night but you were out. 6. We along the beach yesterday. It was lovely. 7. She the film but she didn't like the music. 8. The men work at exactly one o'clock. 9. I to the new Sting album yesterday. It's great. 10. They to us about their trip to Madagaskar. It was very interesting.

5. Complete the conversation with WAS / WASN'T / WERE / WEREN'T.

A: Where were you last night? I phoned you but you at home.

B: I out with friends. We at the Bluenote Café.

A: Julia there?

B: No, she Why?

A: Oh, I just wondered.

B: Sheout with Nick. Theyat the Oasis. I think.

A: No, they

B: How do you know?

A: Because I there!

6. Complete the man's statement with the PAST SIMPLE form of the verbs in brackets:

Last night I (go) to my favorite restaurant in West Street. I (leave) the restaurant at about 11 o'clock. It (be) a warm evening and I (decide) to walk along the beach. Suddenly, I (hear) a noise. I (turn) and (see) three boys aged about eighteen. One boy (come) up to me and (ask) me the time. When I (look) down at my watch, he (hit) me and I (fall) to the ground. Another boy

..... (take) my wallet. I (shout) for help. Then they (run) away. F) Complete the story. Use the verbs in the brackets: Last year I went (go) on holiday. I (drive) to the sea with my friend. On the first day we (look) at the beautiful buildings and (eat) in lots of restaurants. The next day (be) very hot so we (drive) to the sea. We (leave) our clothes in the car and (sunbathe) and (swim) all day. At six o'clock we (walk) to our car, but the car (be) there. We (buy) some clothes and (go) to the Police Station. The police (be) nice and we (sleep) in the police station.

Test

Past Tenses Review

I. Choose the correct item.

1. While I _____ coffee with Max in a café, he told me an interesting story.
a) had b) was having c) had had
2. Last year, Max _____ to Pamplona, Spain to run with the bulls.
a) went b) was going c) had been going
3. I asked him, "How _____ such a crazy custom begin?"
a) was b) had c) did
4. As the cattlemen _____ their cattle to market, some men ran in front of the animals.
a) took b) were taking c) had taken
5. I asked, " _____ to make them hurry?"
a) were they trying b) did they try c) had they tried
6. While the men _____ it turned into a competition.
a) ran b) were running c) had run
7. They _____ to get to the pens safely before the bulls.
a) tried b) was trying c) had tried
8. He _____ to repair our washing machine that _____ a few days before.
a) was wanting / broke b) wanted / had broken c) wanted / broke
9. Before he _____ at my door, he _____ for a parking space for about ten minutes.
a) rang / had been looking b) had rung / was looking c) rang / had looked
10. While the plumber _____ the washing machine, I _____ the news.
a) repaired / watched b) was repairing / watched c) had repaired / was watching
11. Suddenly, I _____ that they _____ our street on TV.
a) had realized / were showing b) realized / had showed c) realized / were showing
12. The reporter _____ that a car _____ into a stop sign just

before reaching the crossroads.

a) said / had crashed b) had said / crashed c) was saying / had crashed

13. While I _____ carefully to what _____, someone _____ at my door.

a) listened / had happened / was knocking b) was listening / had happened / knocked c) had been listening / was happening / had knocked

14. I _____ the door and _____ a police officer standing there.

a) had opened / saw b) opened / saw c) opened / had saw

15. When their mum _____ home, the boys _____ TV for two hours.

a) got / were watching b) had gone / had been watching c) was going / watched

16. There was no food left when I returned. They _____ everything!

a) ate b) were eating c) had eaten

17. By the time the presentation began, they _____ their discussion.

a) had completed b) completed c) were completing

18. I _____ the fire at four and it _____ brightly when Lisa arrived.

a) lit / was burning b) was lighting / burned c) lit / had burned

19. I _____ the letter when the wind _____ it out of my hands.

a) read / was blowing b) was reading / blew c) had been reading / blew

20. He _____ get up so early when he lived in Los Angeles.

a) didn't used to b) had used to c) didn't use to

21. Do you often exercise now? No, but I _____ to exercise a lot when I was at school.

a) used b) was using c) had used

22. My sister's roommate was upset. She _____ for an hour.

a) was waiting b) had waited c) had been waiting

23. They were cold because they _____ in the snow.

a) walked b) was walking c) had been walking

24. He _____ the bedroom when suddenly he _____ off the ladder.

a) was painting / was falling b) painted / fell c) was painting / fell

25. I just heard about the accident. _____ all night?

a) had the driver been working b) was the driver working did the driver work

26. When we _____, you _____ at that company for six months.

a) met / have been working b) were meeting / had worked c) had met / worked

27. I _____ the door, _____ my keys into my bag and _____ the house.

a) had closed / was putting / left b) closed / put / left c) was closing / had put / was leaving

FUTURE SIMPLE TENSE

EXERCISES

1. Use the correct form of the FUTURE SIMPLE:

1.A: Oh! You've got a ticket for the party.B: Yes. I (see) it on Friday.

2.A: Tea or coffee?B: I (have) coffee, please.

3.There isn't any cloud in the sky. It (be) a lovely day.

4.We (win) the match. We're playing really well.

5.The festival (last) for ten days.

6.I (have) a meal with a few friends. There (be) about ten of us.

7.Phil (come) round us tomorrow. We (be) at the airport at 9:30.

8.Why don't you come with us. I'm sure you (enjoy) the show.

9.That(not / cost) more than \$50.

10.The museum (open) at 9:00 everyday but tomorrow it (not / be) opened at 9:00.

11.I (pay) it back to you as soon as I get my salary.

12.The manager said,"We (have) the meeting on Thursday."

2. Fill in WILL or BE GOING TO:

1.A: Why do you need so much sugar?B: Imake a cake.

2.A: Oh no! I've left my purse at home and I haven't got any money on me!B: Don'y worry. I lend you some.

3.A: I don't know how to use this mixer. B: That's OK. I show you.

4.A: Why are all these people gathered here?B: The Prime Minister

open the new hospital ward.

5.A: Did you remember to buy the magazine I asked for?B: Sorry, I didn't. I buy it when I go out again.

6.A: What's that on your curtains?B: It's a stain. I take them to the dry cleaner's tomorrow.

7.A: These bags are very heavy. I can't lift them.B: I carry them for you.

8.A: I hear you're going to Leeds University in September.

B: Yes, Istudy French and German.

9.A: Why don't you tidy your room?B: Iplay football in ten minutes, so I haven't got time.

10.A: How can we get all this home?B: Iask James to come and help.

11.She has bought some wool. She knit a sweater.

12.A: This problem is very difficult.B: I help you to solve it.

13.A: Why are you taking down all the pictures?B: I paint the room. 14.I climb that mountain one day.

15.Look at that young man. He looks very pale. He faint.

16.A: Why are buying that spade?B: I plant some trees in my garden at the back of the house.

17.She get better. There are positive signs.

18.I'm hungry. Ihave something to eat.

19.Ibe 38 years old next week.

3. Put the verb in to the correct form using WILL or GOING TO:

1.A: Why are you turning on the television?B: I (watch) the news.

2.A: Oh, I've just realized. I haven't got any money.B: Don't worry. That's no problem. I(lend) you some.

3.Those clouds are very black, aren't they? I think it (rain).

4.A: I've got a terrible headache.B: Have you? Wait here and I (get) an aspirin for you.

- 5.A: Why are you filling that bucket with water?B: I (wash) the car.
- 6.A: I've decided to re-paint this room.B: Oh, have you? What colour (you / paint) it?
- 7.A: Look! There's smoke coming out of that house. It's on fire!B: Good heavens! I call the fire-brigade immediately.
- 8.A: The ceiling in this room doesn't look very safe, does it?B: No, it looks as if it (fall) down.
- 9.A: Where are you going? Are you going shopping?B: Yes, I (buy) something for dinner.
- 10.A: I can't work out how to use this camera.B: It's quite easy. I (show) you.
- 11.A: What would you like to drink – tea or coffee? B: I (have) tea, please.
- 12.A: Has George decided on what to do when he leaves school? B: Oh yes. Everything is planned. He (have) a holiday for a few weeks and then he (start) a computer programming course

Test

Future tenses Review

I. Choose the correct item.

1. 'Where are you going for your summer holidays?' 'We haven't decided yet. We _____ Greece.'
a) will probably go to b) are going to c) will have probably gone
2. 'The phone's ringing'.' OK. I_____ it.
a) am going to get b) will get c) will have got
3. She _____ to Paris on Friday for a conference.
a) will fly b) is flying c) will have flown
4. 'Do you fancy going for a drink this evening?' 'I would like to but I_____ my English homework.'
a) will do b) am doing c) am going to do

5. 'I'm afraid he's in a meeting. Could you call back in half an hour.

They _____ by then.'

a) will finish b) will be finishing c) will have finished

6. The children will need a good meal when they get home. They _____ all day and they'll be starving.

a) will be hiking b) will have been hiking c) will hike

7. I'm starving! I'm not doing anything until I _____ something to eat.

a) am going to have b) have had c) will have

8. Just think. This time next week we _____ on the beach in Phuket.

a) are going to lie b) will lie c) will have lied

9. By September _____ English for 3 years.

a) will have been learning b) will have learned c) will learn

10. I expected you _____ your mind by tomorrow.

a) will have changed b) will change c) will be changing

11. He _____ until 8 o'clock.

a) won't finish b) won't have finished c) won't be finishing

12. Her room _____ before she comes.

a) will be ready b) is ready c) was ready

13. I _____ for you at 5 o'clock tomorrow morning.

a) will see b) will have been seeing c) will be seeing

14. My parents _____ the winter in Canada.

a) will spend b) will be spending c) will have spent

15. The play _____ at 8 p.m tomorrow.

a) starts b) will start c) will be starting

16. It's hot. I _____ open the window.

a) Will be opening b) will open c) opens

17. _____ you have a cup of tea?

a) will b) will be c) do

18. They _____ near the cinema at 2.15

a) will meet b) are going to meet c) will have met

19. The wedding _____ at St. Lui's Church on march 12th.
a) will have taken place b) will take place c) will be taking place
20. I promise I _____ your secret to anyone.
a) won't tell b) won't be telling c) won't have told
21. I have three days off next week. I _____ visit my mother.
a) will b) am going to c) will have
22. Alexander _____ his driving test next week.
a) will take b) will have taken c) is taking
23. A leading American journalist has said there ____ no newspapers a decade from now.
a) will b) is c) will be
24. I am afraid they _____ everything by the time we arrive.
a) will have eaten b) will be eating c) will eat
25. She _____ still _____ through the Black Sea when you arrive at Kyiv.
a) will be sailing b) will sail c) will have been sailing
26. When they _____ married in March, they _____ together for six years.
a) will get / will be b) get / will be c) get / will have been
27. Do you think the teacher _____ our homework by Monday morning?
a) will mark b) will be marking c) will have marked
28. The baby should be due soon, next week she _____ pregnant for nine months.
a) will have been b) will be being c) will have been being
29. By the time my mum _____ home, children _____ tennis for 30 minutes.
a) will get / will be playing b) get / will have been playing
c) get / will have been played
30. That's what they always say, but they ... about it by next year.
a) will surely have forgotten b) will surely be forgetting c) will surely have been forgetting

PRESENT CONTINUOUS TENSE

EXERCISES

1. Fill in the blanks using present progressive tense.

1. Look! it (rain)
2. They (watch) the news on TV.
3. The birds (fly) to South.
4. Matt (wait) for the bus.
5. The chef (not cook) anything today.
6. What Helen (do) at the moment?

2. Fill in the blanks with *PRESENT CONTINUOUS*:

1. The children (play) outside now.
2. She (read) the newspaper at the moment.
3. I (do) my homework now.
4. I (eat) my dinner now.
5. (you / want) a pizza?
6. They (watch) TV now.
7. Listen! I (not / like) spaghetti. And you?
8. The baby (sleep) now.
9. My mother (cook) dinner!
10. He (write) a letter to his pen-friend.
11. She (not / play) football whole day.
12. Mary (listen) to music now.
13. Tom usually (drink) coffee, but he (drink) tea now.

3. Build up sentences:

1. He / like watching TV / but / he / not / watch / at the moment / because / he / sleep //
2. What / Wendy / do / at the moment / ? // She / clean / her teeth / bathroom //
3. mother / can (-) / help me / now / because / she / cook / kitchen //

4. Why / you / eat / sandwich / now / ? // Because / I / be / hungry //

5. Tim / now / go / work / bicycle //

6. children / play / games / now //

4. Complete the sentences.

Use the present continuous form of the verb in brackets. Use contractions where possible.

1. You (use) my mobile phone!
2. My dad (wash) his car.
3. It (not rain) today.
4. Who (she / chat) to now?
5. What (you / do) at the moment?
6. We (sit) on the train.
7. The students (have) lunch in the canteen.
8. 'Are you making dinner?' 'Yes, I .

5. Write the words in the ing-form form.

Feed, walk, wash, play, do

- Can I speak to Brad, please? I'm sorry, he's _____ his pet now.
- Can I speak to Paul, please? I'm sorry, he's _____ his homework now.
- What about Kelly? No, sorry, she's _____ her pet in the park now.
- Can I speak to Jenny then? Sorry, she's _____ the dishes now.
- Can I speak to Alice or Alex, please? I'm sorry, they're _____ tennis now.

6. Make up negative sentences in Present Progressive.

- the sofa / Sam / is / on / not / sitting.
- Are / playing / not / the cats.

- cooking / Mother / not / my / is
- Reading / friends / her / are / not

7. *Make up questions.*

- now / Tom / coffee / is / drinking?
- playing / Now / the / boys / are?
- the / skipping / girl / now / is?
- the / eating / fish / cats / are?

PAST CONTINUOUS TENSE

EXERCISES

1. Decide whether to use 'was' or 'were'.

1. Boris.....learning English. They swimming in the lake. Your father..... repairing the car. I reading a magazine. You..... packing your bag. My friends watching the match on TV. It raining. The dog barking. The children brushing their teeth. Anne and Maureen singing a song.

2. Fill in the blanks with a correct form of PAST CONTINUOUS:

1.Alice hurt herself while she (skate). 2.I met my neighbor while I (walk) home from work.3.Sally saw a friend while she (ride) her bicycle along Park St. 4.Peter fell asleep while he (study).5.Bob stepped on Jane's feet while they (dance) together.6.I cut myself while I (shave).7.Mr. and Mrs. Brown burned themselves while they (bake) cookies. 8.Tommy had a nightmare while he (sleep) at a friend's house.

3. Fill in the blanks with a correct form of PAST CONTINUOUS:

1.It was very cold. The sun was not shining. (not / shine)2.It wasn't a stormy night. The wind (not / blow)3.He wasn't sleeping. He (look) at the ceiling.4.They were having a rest. They (not / work).5.They were very happy. They (enjoy) the party.6.He was at home. He (watch) a movie on TV. 7.He was getting worse. He (not / recover).8.We (travel) in the north of Turkey when we were on holiday. 9.She (drive) so fast when the accident happened.10.I(not / sleep) when you came in.

4. Write the words in brackets in the correct forms in English using Past Continuous Tense.

1. He all day yesterday. (**rest**)
2. We through the window when mother came in. (**look**)
3. They a newspaper when I entered. (**read**)
4. I to her but she didn't hear me. (**speak**)
5. I didn't go for a walk because it . (**rain**)
6. When you telephoned I my room. (**sweep**)
7. They with John's wife when I came in. (**talk**)
8. While we we heard a shot. (**play**)
9. She along the embankment when I met her yesterday. (**walk**)
10. We home when, it started to snow. (**go**)
11. I very hard when he called. (**study**)
12. She when his friend arrived. (**sleep**)
13. They to the lecture when the light went off. (**listen**)
14. She still when we returned home. (**work**)
15. When he his garden he found a silver coin. (**dig**)

FUTURE CONTINUOUS TENSE

EXERCISES

1. Change the verb into the correct form:

1. He (wait) for quite some time.
2. Tomorrow at this time I (dance) at a party.
3. Next week at this time I (sunbathe) at the beach.
4. At 5 o'clock you (help) your brother.
5. This evening at 8 o'clock, she (watch) a movie with her friends.
6. Nicole (have) a hard time.
7. We (smile), and they (cry).
8. Rebecca (clean) the house, and John (wash) the dishes.
9. Tonight they (talk), (dance) and (have) a good time.
10. It (rain) tonight.
11. Tomorrow we (rest) and (have) fun.
12. Tonight at 10 o'clock she (come) home.
13. The day after tomorrow he (move) his apartment.
14. At this time tomorrow, I (sleep) deeply.
15. You (work) very hard to get that deal.

2. Change the verb into the correct form:

1. I (wait) when she (come).
2. They (work) when he (call).
3. He (read) when I (call) him.
4. When the bus (arrive) we (stand).
5. When the party (start), we (talk) outside.

6. When the police (arrive), we (go) north.
7. You (watch) the movie when we (come).
8. It (rain) when she (return).
9. Tiffany (jog) when you (meet) her.
10. The water (boil) when we (come) back.
11. The waiter (serve) when the manager (arrive).
12. When we (call) him, he (rest).
13. Steven (fly) to Italy when his mail (arrive).
14. The kids (play) with the ball when I (call) them.
15. You (sleep) when she (return).

3. Make future continuous 'yes / no' questions:

When the boss comes,

1. _____ (I / sit) here?
2. _____ (John / us) the computer?
3. _____ (Jane and Luke / discuss) the new project?
4. _____ (we / work) hard?
5. _____ (you / talk) on the telephone?
6. _____ (she / send) an email? 7. _____
(they / have) a meeting? 8. _____ (he / eat) lunch?
9. _____ (you / type)?
10. _____ (he / make) coffee?

4. Make sentences with WILL BE -ING:

1. I'm going to watch television from 9 until 10 o'clock this evening. So at 9.30 I
.....
2. Tomorrow afternoon I'm going to play tennis from 3 o'clock until 4.30. So at 4
o'clock tomorrow I

3. Jim is going to study from 7 o'clock until 10 o'clock this evening. So at 8.30 this evening he
4. We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock. So at 10 o'clock tomorrow morning
5. Tom is a football fan and there is a football match on television this evening. The match begins at 7.30 and ends at 9.15. So at 8.30 this evening
6. Don't phone me between 7 and 8. (we / finish) dinner then.
7. A: Can we meet tomorrow afternoon? B: Not in the afternoon. (I / work).
8. Do you think (you / still / do) the same job in ten years' time?
9. If you need to contact me, (I / stay) at the Hilton Hotel until Friday.
10. A: (you / see) Laura tomorrow?
B: Yes, probably. Why?
A: I borrowed this book from her. Can you give it back to her?

5. Ask questions with WILL YOU BE -ING?

1. You want to borrow your friend's bicycle this evening. (you / use / your bicycle this evening?).....
2. You want your friend to give Tom a message this afternoon. (you / see / Tom this afternoon?).....
3. You want to use your friend's typewriter tomorrow evening. (you / use / your typewriter tomorrow evening?).....
4. Your friend is going shopping. You want him/her to buy some stamps for you at the post office. (you / pass / the post office when you're in town?).....

PRESENT PERFECT TENSE

EXERCISES

1. Fill in the blanks with *ALREADY* or *YET*:

1. He hasn't called us
2. They have sent the letter.
3. John has bought the tickets for the football match. 4. We have been to Mexico three times.
5. You haven't visited Tokyo
6. Has John bought a new car ?
7. The plane has left.
8. Has she done it ? No, not
9. A: Haven't they arrived? B: Oh, yes. They have arrived.
10. Hurry up! The class has started.
11. Be careful! They have painted the door.
12. Haven't you read the book ?

2. Put the verbs in brackets into *PRESENT SIMPLE PASSIVE*:

There is a chimpanzee which is called (call) "Bubbles". It (own) by Michael Johnson. It (keep) in his home. It (feed) every day by Michael Johnson himself. It (always / dress) in funny clothes. It (said) that "Bubbles" is Michael Johnson's only friend

3. Complete the following sentences in the present perfect simple tense.

- 1) She _____ (to be) happy all day. 2) It _____ always _____ (to snow) here in December. 3) Dan _____ (to be) sick for three days. 4) Li and Susan _____ (to try) four times already and will not give up. 5) The old car _____ (to be) a piece of junk since I bought it. 6) We _____ not _____ (to take) this test before. 7) My uncle _____ (to be) to China. 8) Our father _____ never _____ (to drive) to California before. 9) I _____ (to speak) to the

president before. 10) The old man ____ occasionally _____ (to need) help crossing the street.

4. Choose the correct verb from the list below to complete the following sentences.

take / work / find / see / speak / know / begin do / learn / eat / have / write / give / live / buy / be.

I met Barbara when we were in elementary school. We _____ each other for over twenty years. 2. We _____ many new words since we started this course. 3. That's a wonderful movie. I _____ it three times. 4. Mr. and Mrs. Tonner _____ married for 10 years. 5. You are late! The class _____ already _____. 6. Robert is my neighbor. He _____ next door to me for five years. 7. Mary _____ several letters to her parents since she left home. 8. We _____ in that restaurant several times. 9. Our teacher _____ us a lot of help with the homework assignment. 10. She _____ to her landlord many times about the broken window. 11. We have a new camera. We _____ some beautiful pictures of the grandchildren. 12. They _____ all their homework already. 13. Mrs. Baxter _____ all her groceries for the week. 14. Tommy _____ a bad cold for two weeks. 15. Frank _____ for that company for many years. 16. After three months of looking, she _____ a beautiful apartment to rent.

5. Choose the correct verb from the list below to complete the following sentences. Put the verb in the negative form.

fix / begin / arrive / be / see / stop / speak / buy / read / visit

1. Mathew is waiting on the corner for his girlfriend, but she _____ yet.
2. My brother lives in a different country. I _____ him for two years.
3. Ellie and Bill got a divorce five years ago. They _____ to each other since then.
4. It is only 8:45. The class _____ yet.
5. It started to snow last night and it still _____.
6. She has finally decided which car she wants, but she _____ it yet.
7. I heard that the movie at the Roxy Theater is great, but I _____ it yet.
8. I bought a newspaper today, but I still _____ it.

9. He took his car to the service station yesterday, but they _____ it yet.
10. The Andersons moved out of New York ten years ago and they _____ back to the city since then.

6. Match the questions on the left with the correct answer on the right.

- | | |
|---|---|
| 1. Has he finished university yet? | A) No, he hasn't. He's still talking. |
| 2. Have you eaten breakfast yet? | B) No, I haven't. My wife's still reading it. |
| 3. Have they gotten married yet? | C) No, he hasn't graduated yet. |
| 4. Has the president finished speaking yet? | D) No it hasn't. The teacher isn't here yet. |
| 5. Has Mary watered the plants yet? | E) No, they haven't finished yet. |
| 6. Has the doctor seen you yet? | F) No, they haven't. They're still engaged. |
| 7. Has the sun come out yet? | G) No, she hasn't. They are still dry. |
| 8. Have they finished their homework yet? | H) No, I haven't. I'll eat in a few minutes. |
| 9. Has the class begun yet? | I) No, he hasn't. He is with another patient. |
| 10. Have you read the paper yet? | J) No, it hasn't. It's still raining. |

PAST PERFECT TENSE

EXERCISES

Make past perfect simple 'yes / no' or 'wh' questions:

1. _____ (you / go) there before we went together?
2. _____ (she / see) the film already?
3. Why _____ (he / forgot) about the meeting?
4. _____ (it / be) cold all week?
5. _____ (I / read) the book before the class?
6. When she arrived, _____ (we / eat) already?
7. Where _____ (you / be) when I saw you?
8. _____ (they / travel) by bullet train before?
9. _____ (John / meet) Lucy before they went on holiday together?
10. _____ (you / do) your homework before I saw you? 11. Where _____ (she / work)? 12. _____ (I / pay) the bill before we left? 13. _____ (we / visit) my parents already that winter?
14. When you called, _____ (they / eat) dinner?
15. How _____ (he / manage) to fix the cooker?
16. _____ (my sister / be) sick for a long time?
17. How much _____ (she / study) before the exam?
18. What _____ (you / cook) for dinner that night?
19. When _____ (they / arrive)?
20. How many coffees _____ (she / drink) before the interview?

2. Choose the correct verb from the list below to complete the following sentences. Put the verb in the past perfect tense (had & past participle).

1. When I got to the house, Mary wasn't there. She _____ already _____.
2. I didn't recognize my old classmate because she _____ so much.
3. We were late for the show last night. By the time we got to the theater, the movie _____ already _____.

4. Yesterday I went on my first plane trip. I was very nervous because I _____ never _____ before.
5. I couldn't eat much dinner last night because I _____ such a big lunch. 6. I couldn't buy any groceries last night because when I got to the supermarket, it _____ already _____.
7. Last week our teacher gave back the essays we _____ the week before.
8. The house was quiet when Andrew got home. Everyone _____ to bed several hours earlier.
9. They got to school late yesterday. The bell _____ already _____.
10. Sheila couldn't come to my house last night because she _____ already _____ other plans.
11. We couldn't find the house. It was clear that he _____ us the wrong add address.
12. Annie didn't want to come to the movie with us because she _____ it the week before.
13. By the time the police arrived at the bank, the robber _____ already _____.
14. I couldn't get into my apartment when I came home from work last night because I _____ to take my key.

3. Complete the following sentences using the past perfect tense and the words provided.

Ex. I didn't meet Ellie for lunch because..... (she/eat/)I didn't meet Ellie for lunch because she had already eaten.

1. My trip to New York was very exciting because..... (I/not be/ before)_____

2. I couldn't see the doctor because..... (he/already/ leave the office)_____

3. I couldn't buy the car I wanted because..... (the car dealer/ already/ sell)

4. We couldn't see the new exhibit because..... (the museum/already/close)_____

4. Complete the following sentences in the past perfect simple tense.

1) She _____ (to write) six letters before she got a response. 2) It _____ always _____ (to snow) here before 1978. 3) Dan _____ (to be) sick for three days before he got better. 4) Li and Susan _____ (to try) four times before they gave up. 5) My father's old car _____ (to run) very well before he sold it. 6) We _____ not _____ (to take) the test before. 7) My uncle _____ (to visit) China several times in the past, so this visit was nothing new. 8) Our father _____ never _____ (to drive) to California. 9) I _____ (to speak) to the president twice before, so I was not that nervous. 10) The old man _____ occasionally _____ (to need) help crossing the street.

FUTURE PERFECT TENSE

EXERCISES

1. Read the conversation and choose the correct word in italics.

1 A Shall we go out this evening?

B OK, but only after seven. I (1) *won't have / won't* finished my homework until then.

A That's OK. I'm working on my project this evening but I'll (2) *done / have done* most of it by seven-thirty, so I can phone you then.

2 A Carol's lost a lot of weight!

B Yes, she's been on a very good diet. By next week she'll have been (3) *go / going* to a weight loss class for over six weeks! If she carries on like this she'll (4) *have / has* lost over five kilos by the end of the months.

3 A Will you (5) *have / been* finished plastering this room by the weekend?

B Yes. I hope so.

A Great. So will we be able to paint the room on Monday?

B Wait until Wednesday. The new plaster (6) *didn't try / won't have dried* until then.

4 A Excuse me, nurse. I've been waiting here for ages.

B I'm sorry. The doctor's very busy. She'll probably be able to see you after four.

A And by then I'll (7) *be / have been* waiting here for more than six hours!

2. Complete the sentences with the verb in brackets. Use the future perfect or, where possible, the future perfect continuous form.

1 By the end of next month I'll *have been living* here in Spain for six years. (live)

2 I'll ask Jane to call you back at twelve. Her meetingby then. (end)

3 When he retires next year, Adam here for more than twenty years. (work)

4 I'll have more free time after September because the children to school by then.

(go back)

5 My best friend is doing a 'round-the-world' trip. By this time next week she
for

more than six months. (travel)

6 Don't worry. By the time you get here, my mother-in-law !
(leave)

7the project in time for the meeting? (the team, complete)

8 It's really long flight. We in the same seats for over fourteen
hours

so we'll be exhausted when we get there. (sit)

9 You can't stay here next week. Wethe decorating. (not finish)

3. Find five mistakes in the letter and correct them.

Dear Mr. Sanderson

I am writing about the repairs which your company has been made to the roof of our apartment building. The work started in March and it still isn't finished. By the end of this week the men will have working on the roof for over two months. These means we will suffered more than eight weeks of continuous noise and disruption, and we will be living for all that time with permanent cold draughts and dirt.

As you know, my wife is pregnant and the baby is due next month. It looks as though the work will haven't been completed by the time the baby is born. This is unacceptable.

I would like you to reassure us that work on the part of the roof that covers our flat will have finishing by the beginning of June at the latest. I think this is the least we can expect.

Yours sincerely,

Jeremy Brogan

PASSIVE FORMS

EXERCISES

1. Complete the second sentence so it means the same as the first, using passive forms.

- 0 They were painting that wall yesterday. That wall *was being painted* yesterday.
1 We've turned off the lights. The lights
2 We will send you an email tomorrow. You
3 They aren't making that model any more. That model
4 Do I have to fill in this form? Does this form
5 They haven't repaired your computer yet. Your computer
6 They're going to close the road for 24 hours. The road

2. Complete the sentences, using passive forms of the verbs in the box.

build count decorate finish repair wash

- 0 This house *is being* decorated. 3 The roof needs
1 The votes 4 The bridge next year.
2 This castle in 1250. 5 The dishesyet.

3. Use the information in the email to complete the sentences below.

Hi Hilary

I'm so pleased that you can come to our wedding! Jake and I have planned everything over the last few weeks. At the moment we're sending out all the final invitations. (Don't worry, I haven't invited Jane Anderson. I know you get on with her!) I was a bit worried about the cost but last month Mum and Dad agreed to pay for the reception. They paid the deposit last week. That was a relief! Have you decided what to wear yet? I've bought my wedding dress (It's a bit big so I have to alter it). The shop had reduced the price so it was only a few hundred pounds.

Do you remember Aunt Terri? Apparently she's got a fantastic new video camera, so she is going to film the ceremony. We've got a professional photographer as well. She'll take the formal photos. And Antonio from the Italian restaurant is doing the catering, so the food should be great! I can't wait to see you there. It's going to be a great day!

Lucy

0 Everything*has been planned*..... by Jake and Lucy.

1 The final invitations at the moment.

2 Jane Anderson to the wedding.

3 The deposit for the reception last week.

4 Lucy has bought her wedding dress but it has

5 The price of the dress by the shop.

6 The ceremony By Lucy's aunt.

7 The formal photos by professional photographer.

8 The catering by Antonio.

4. Choose the best word in italics. Sometimes both are grammatically correct, but one answer is more suitable.

HOW IS PAPER MADE

Everyone enjoys fashion magazines and newspapers. But have you ever thought about how the paper (1) *we print them / they are printed* on is made?

Most paper is (2) *made / making* from wood. First, (3) *they cut the wood / the wood is cut* into small pieces. These (4) *mix / are mixed* with water and heated to produce a kind of thick paste. Then chemicals (5) *we add them / are added* to clean the paste and make it white. Next the paste is spread on a screen and (6) *dried / is dried*. The water drains away or evaporates and (7) *are left / leaves* a thick layer of paper. (8) *We then pass this / This is then passed* between two large rollers (circular machines) to make it thinner and flatter.

(9) *The paper can then be cut / They can then cut the paper* into the correct sizes.

5. Three more of these paragraphs would be improved if the second sentence used a passive form. Decide which paragraphs they are and rewrite the second sentence.

0 Philip Green bought the famous British clothes store, Moss Bros, in 2008. Because they ran out of money, the original owners sold it.

It was sold by the original owners because they ran out of money.

1 Live aid was the most successful fund-raising event of the 1980s. A group of well-known British and American musicians organized it in July 1985.

.....
.....
.....

2 The Laurentian Library in Florence is one of the greatest buildings of the Italian Renaissance. Michelangelo designed it in the 1520s.

.....
.....
.....
.....

3 Jeans first became popular when they were worn by film stars and singers in the 1950s. Elvis Presley and James Dean were the two stars who had the most influence on young people's fashion at that time.

.....

.....

.....

.....

4 In recent years several high street stores have started selling copies of designer jeans. People who can't afford to buy real designer clothes often buy them.

.....

.....

.....

.....

6. Rewrite these sentences so they are true for you. Change the underlined part.

0 My watch was made in Austria.	<i>My watch was made in Switzerland.</i>
1 My school was built in the 1960s.
2 My old photos are stored in the garage.
3 My favourite shirt is made of nylon.
4 My hair is usually cut by my mother.
5 I don't like food that has been fried.

Using the Passives

I. Choose the correct item.

1. Harry Potter and the Goblet of Fire _____ by J K Rowling
a) was written b) has been written c) wrote
2. Over a million dollars in cash _____ from a bank in Los Angeles.
a) has stolen b) has been stolen c) was stolen
3. Thieves _____ over a million dollars in cash from a bank in Los Angeles.
a) stolen b) were stolen c) have been stolen
4. I'll have to come by bus as my car _____ .
a) is being repaired b) has been repaired c) was repaired
5. The gold _____ in a cave near the top of the mountain.
a) was discovered b) has been repaired c) had been repaired
6. Archaeologists _____ the gold in a cave near the top of the mountain.
a) had been discovered b) were discovered c) are being discovered
7. The meeting _____ until the end of the month.
a) has postponed b) is being postponed c) has been postponed
8. VW cars _____ in Germany and the Czech Republic.
a) are being made b) had been made c) are made
9. Your letter _____ yesterday morning.
a) was arrived b) has been arrived c) is arrived
10. Helmets must _____ on the site.
a) wore b) are worn c) be worn
11. Vehicles parked in front of these gates will _____ .
a) being removed b) has been removed c) be removed
12. A number of people _____ following a demonstration in central London.
a) have arrested b) have been arrested c) are being arrested
13. It _____ that the painting is a fake.
a) is now believed b) believed now c) is believing
14. It _____ if you could reply as soon as possible.

a) has been appreciated b) is appreciated c) would be appreciated

15. All bills must _____ promptly.

a) be settled b) was being settling c) settled

16. Two men _____ following a robbery in the city centre this afternoon.

a) are questioning b) are being questioned c) had been questioned

17. In the summer, most streets around the town square ---- to vehicles.

a) are closed b) have been closed c) are being closed

18. A plane carrying 15 members of the government to a conference in Brussels _____ a small scale fire earlier this morning.

a) is known to have experienced b) is believ

MODAL VERBS

EXERCISES

1. Complete the sentences. Use must + these verbs:

be eat go learn meet wash win

1. I'm very hungry. I must eat something.
2. Marilyn is a very interesting person. You _____ her.
3. My hands are dirty. I _____ them.
4. You _____ to drive. It will be very useful.
5. I _____ to the post office. I need some stamps.
6. The game tomorrow is very important to us. We _____.
7. You can't always have things immediately. You _____ patient.

a.

Write I must or I had to.

1. I had to walk home last night. There were no buses.
2. It's late. _____ go now.
3. I don't usually work on Saturdays, but last Saturday _____ work.
4. _____ get up early tomorrow. I've got a lot to do.
5. I went to London by train last week. The train was full and _____ stand all the way.
6. I was nearly late for my appointment this morning. _____ run to get there on time.
7. I forgot to phone David yesterday. _____ phone him later today.

b. Complete the sentences. Use mustn't or don't need to + one of these verbs:

forget go hurry lose phone wait

1. I don't need to go home yet. I can stay a little longer.
2. We have a lot of time. We _____.
3. Keep these papers in a safe place. You _____ them.

4. I'm not ready yet, but you _____ for me. You can go now and I'll come later.
5. We _____ to turn off the lights before we leave.
6. I must contact David, but I _____ him. I can send him an email.

2. Write don't need to / had to / must / mustn't.

MUM: Come on, Alice. You _____ hurry up.

ALICE: I'm ready. I _____ phone Jamie, and he talked and talked. That's why I'm a bit late.

MUM: Let's go. The train leaves in 20 minutes.

ALICE: Just a minute. Where's my umbrella?

MUM: You _____ take that. It's a beautiful day.

ALICE: OK. So where's my sun hat? I _____ forget that.

MUM: Alice, we _____ leave NOW.

3. Write must / mustn't / had to / don't need to.

1. You don't need to go. You can stay here if you want.
2. It's a fantastic film. You must see it.
3. The restaurant won't be busy tonight. We _____ reserve a table.
4. I was very busy last week. I _____ work every evening.
5. I want to know what happened. You _____ tell me.
6. You _____ tell Sue what happened. I don't want her to know.
7. I _____ hurry or I'll be late.
8. "Why were you so late?" "I _____ wait half an hour for a bus".
9. We _____ decide now. We can decide later.
10. It's Liza's birthday next week. I _____ forget to buy her a present.

4. Complete the sentences. Use have to or has to + these verbs:

do hit read speak travel wear

1. My eyes are not very good. I _____ glasses.
2. At the end of the course all the students _____ a test.
3. Sarah is studying literature. She _____ a lot of books.
4. Albert doesn't understand much English. You _____ very slowly to him.
5. Kate is not often at home. She _____ a lot in her job.
6. In tennis you _____ the ball over the net.

5. Complete the sentences. Use have to or had to + these verbs:

answer buy change go walk

1. We _____ home last night. There were no buses.
2. It's late. I _____ now. I'll see you tomorrow.
3. I went to the supermarket after work yesterday. I _____ some food.
4. This train doesn't go all the way to London. You _____ at Bristol.
5. We did an exam yesterday. We _____ six questions out of ten.

6. Complete the questions. Some are present and some are past.

1. I have to get up early tomorrow.

What time do you have to get up?

2. George had to wait a long time.

How long _____?

3. Liz has to go somewhere.

Where _____?

4. We had to pay a lot of money.

How much _____?

5. I have to do some work.

What exactly _____?

7. Write I have to in the correct verb form.

Jessica is a young tennis star. She _____ practice most days before school. She goes *to the gym a lot too, but she thinks that is a bit boring. Sometimes she says to her coach*, “You know I hate the gym. _____ do my exercises today?”

Jessica’s father was a professional tennis player, but in those days players _____ **practice so much. He’s a bit worried about Jessica and asks her mother**, “How long _____ play every morning?” “About 90 minutes. She _____ do it if she doesn’t want to, but she loves it. And I’m afraid, nowadays, you _____ practice if you want to be the best.”

8. Write can / can’t / could / couldn’t.

1. I ____ easily carry this trunk to the station.
2. He said that he ____ ship the goods in September.
3. When he was young, he ____ run a mile in less than five minutes.
4. He ____ have done it, it is very unlike him.
5. Why did you stop at a hotel? You ____ have spent the night at my house.
6. I said that he ____ have miss the train, as he have left the house very early.
7. If I had received his letter last week, I ____ have helped him.

9. Write may / might.

1. You ____ take any book you like.
2. She told him that he ____ go home.
3. He ____ come tonight, but I’m not sure.
4. I gave him the text-book so that he ____ learn his lesson.
5. I said that he was not in the house, but he ____ be in the garden.
6. I ____ come and see you next summer, but my plans are not fixed.
7. ____ I have another cup of tea?

10. Complete the sentences. Use you should + one of these verbs:

eat go take visit watch wear

1. When you play tennis, _____ the ball.
2. It's late and you're very tired. _____ to bed.
3. _____ plenty of fruit and vegetables.
4. If you have time, _____ the Science Museum. It's very interesting.
5. When you're driving, _____ a seat belt.
6. It's too far to walk from here to the station. _____ a taxi.

11. Write sentences with I think ... should and I don't think ...should.

1. We have to get up early tomorrow. (go home now) I think we should go home now.
2. That coat is too big for you. (buy it) I don't think you should buy it.
3. You don't need your car. (sell it) _____.
4. Karen needs a rest. (have a holiday) _____.
5. Sally and Dan are too young. (get married) _____.
6. You are not well this morning. (go to work) _____.
7. James isn't well today. (go to the doctor) _____.
8. The hotel is too expensive for us. (stay there) _____.

12. Match the sentence endings to the beginnings.

shouldn't spend too much money

should do yoga

should read it

should sit on it

should turn your phone off

should buy them

shouldn't eat so many cakes

1. David has a bad back, so I think he _____.
2. This book is fantastic. You _____.
3. When you're in the cinema, you _____.
4. These boots are fantastic! I think you _____.
5. If you want to stay thin, you _____.
6. That chair isn't very strong, so I don't think you _____.
7. It's a beautiful ring, but you _____.

13. Paraphrase the following sentences referring them to the future and to the past:

1. I can speak German very well.
2. You may watch television and listen to the radio in the evening.
3. You must learn to play a musical instrument.
4. She must bake a cake today.
5. You must learn foreign languages.
6. They should remind her of the excursion.
7. I can play football very well.
8. She can play badminton in the open air.

14. Write can / may / must / should / ought.

1. I ____ ski very well.
2. ____ he play the violin?
3. My sister ____ cook very well.
4. You ____ visit your friends.
5. She ____ see this performance.
6. You ____ visit the countryside.
7. You ____ learn to play the guitar.
8. You ____ watch outdoor sports.

Test

Modal Verbs

I. Choose the correct item.

1. Under no circumstances _____ leave home after dusk.
a) you mayn't b) you can't c) you mustn't
2. You _____ repair the car. It's already been repaired.
a) can't b) mustn't c) needn't
3. When Mr. Lee was younger, he _____ work in the garden for hours, but now he has to take frequent rests.
a) must b) should c) could
4. Isn't Peter Reeves a banker? – Yes. Why don't you talk to him? He _____ to help you with your loan.
a) is able to b) could c) may
5. Do you hear that squeak? What is it? – I don't know. It _____ a mouse. Isn't that what a mouse sounds like?
a) may be b) must be c) should be
6. It _____ rain this evening. Why don't you take an umbrella? – That's a good idea. _____ I borrow yours?
a) will / can b) must / could c) might / may
7. Soldiers _____ disobey a superior officers.
a) must/have to b) must not c) don't have to
8. To stay alive, people _____ breathe oxygen.
a) must/have to b) must not c) may
9. Look at all the children waiting for the bus. What time is it? – It _____ be after 3:00. That's when school is cut.
a) must b) might c) can
10. I heard that Jose has received a scholarship and _____ to attend the university in the fall. – Wonderful! He _____ be very happy to have the matter finally settled.
a) will be able / must b) can / may c) could / might

11. Excuse me. Could you tell me which bus I _____ take to get to City Hall? – Bus number 63 _____ go there. But maybe you'd better ask the driver.
a) should / might b) may / will c) must / is able to
12. What does Mr. Griffin do for a living? – Nothing. He's very rich. He _____ work for a living.
a) must not b) shouldn't c) doesn't have to
13. Why are you so late? – I _____ my aunt to the airport. The traffic was terrible.
a) could take b) must have taken c) had to take
14. I need some help with this table. _____ you lift the other end, please? – Sure, just a second.
a) may b) should c) could
15. Last year I _____ read this fine print in these contracts, but now I can't. – You'd better go to the eye doctor.
a) could b) had to c) must
16. You _____ see a dentist.
a) ought to b) will c) have to
17. They _____ not tell me about it.
a) ought to b) need c) may
18. She _____ try to get to work on time.
a) need b) must c) may
19. Within five days from the delivery date the seller _____ send two sets of technical documents to the address of the buyers.
a) must b) will be able to c) shall
20. _____ you be so kind to shut the window? It's cold in here.
a) Can b) Might c) Would
21. _____ I see your driver licence, please?
a) should b) must c) need
22. _____ I carry this bag for you?
a) May b) Will c) Could
23. Many years ago you _____ smoke in cinemas, but now it's banned.
a) could b) might c) may

24. We had to wear a tie at school, but we _____ to take it off in hot weather.
a) were able b) were allowed c) could
25. You _____ bring a friend to the party if you want.
a) will b) can c) should
26. You _____ borrow my phone if your battery is dead.
a) can b) must c) would
27. Passengers _____ take one small bag on board the plane.
a) can b) must c) may
28. When I was young, we _____ wear whatever we liked to school.
a) might b) were allowed c) could
29. Are you going to the party? – No, I _____ do my homework so I can't go.
a) have to b) ought to c) need
30. Harry's new jacket doesn't seem to fit him very well. – He _____ have tried it on before he bought it.
a) must b) may c) should

INFINITIVE

EXERCISES

1. Write the words in brackets in the correct forms either to infinitives or gerund in English.

Did you remember (call) your husband?

I don't remember (give) you permission to use my car.

I stopped (get) some petrol on my way home from work.

I wish the children would stop (make) so much noise.

My hair needs (cut) .

Oh no! I think I have forgotten (lock) the door.

She always forgets (close) the fridge.

She told me that she regrets (shout) at you yesterday.

The child will not stop (cry) . I guess he needs (feed) .

We regret (inform) you that we cannot offer you the job.

2. Use the verbs from the box to complete these sentences.

Arrive survive be work renovate contact answer talk

I asked him several times but he didn't bother my question.

Finally, we agreed on the project together. I demand

to your boss. Jack usually fails on time. Domestic animals somehow

managed the fire. We're not planning the hotel much

longer. If you have any questions, don't hesitate me. Was she just

pretending your friend?

3. Use the nouns and the verbs in brackets to complete these sentences.

Example: *Our parents allowed out tonight. (we - go)*

Our parents allowed us to go out tonight.

These glasses will enable (she - read)

My uncle advised architecture. (I - not study)
Our teacher encouraged in the competition. (we - take part) They
persuaded the army. (she - not join)
We are training blind people. (they - help)
The policeman forced down. (he - lie)
My mum always reminds late for school. (I - not be)
The traffic warden warned on double yellow lines. (we - not park)

Test

Infinitive or Gerund

I. Choose the correct item.

1. After his insulting comments, I thought Jack deserved _____ fired.
a) being b) to be c) having been
2. Max avoided _____ his cell phone when other people were in the room.
a) to use b) using c) use
3. We arranged _____ a taxi pick us up and take us to the airport.
a) having had b) to have c) having
4. I resent _____ treated like a servant in my own home!
a) to be b) was c) being
5. Frank completed _____ the new barn last week. Next, he is going to paint it red.
a) built b) having built c) building
6. Don't worry, I don't mind _____ dinner. I think I'll make fish with steamed vegetables, and a big salad on the side!
a) made b) making c) to make
7. Crying, the mother looked into the television camera and said, "Society will no longer tolerate _____."
a) to drink and drive b) drinking and driving c) having drunk and to drive
8. Karen and Neil would like _____ that new dance club downtown. It's supposed to have one of the largest dance floors in the world.
a) try b) trying c) to try

9. I can't see _____ a car when you don't even have a driver's license. That doesn't make any sense!
- a) having bought b) to buy c) buying
10. When do you wish _____ , now or later?
- a) to begin b) beginning c) began
11. My mother usually goes _____ at the weekends.
- a) to fish b) fishing c) fish
12. My father loves _____ to music.
- a) to listen b) listen c) listening
13. Do you _____ lunch at home every day?
- a) to have b) have c) having
14. We always go _____ on Saturdays.
- a) ride b) riding c) to ride
15. I hate _____ e-mails.
- a) write b) to write c) writing
16. I want _____ to the manager, please.
- a) speak b) to speak c) speaking
17. Do you go _____ in the winter?
- a) ski b) to ski c) skiing
18. Joan dislikes _____ in an office.
- a) to work b) work c) working
19. Would you like _____ for a walk?
- a) to go b) go c) going
20. Can you _____ a musical instrument?
- a) play b) to play c) playing
21. I would like _____ the bill now, please.
- a) pay b) to pay c) paying
22. Could you _____ the phone?
- a) answer b) to answer c) answering
23. I enjoy _____ to get up so early in the morning. Sleeping in is great!
- a) having b) not to have c) not having

24. Nancy proposed _____ a picnic at the beach.
a) our having b) our to have c) us to have
25. Do you wish _____, or would you like to stop now?
a) to continue b) continuing c) our continuing
26. His car needs _____. It looks like it hasn't been washed in years.
a) him to wash b) washing c) to wash
27. Smokers risk _____ several smoking related illnesses.
a) me to get a) getting c) to get
28. The astronomer told us _____ into the sun during the eclipse.
a) not looking b) not to look c) looking
29. I wish she would just quit _____ all the time.
a) complaining b) to have complained c) to complain
30. Linda regretted _____ her high school reunion.
a) not to go to b) to have gone to c) not going to

Sequence of Tenses.

I. Choose the correct item.

1. They noticed they _____ for three hours already.
a) had been flying b) flew c) was flying
2. Tom said that it _____ him an hour to get to the station.
a) had taken b) took c) was taking
3. She asked them if they _____ tennis in the afternoon.
a) played b) had played c) play
4. Mary asked her brother if he _____ tell her the way to the shop.
a) could b) can c) is able to
5. Peter and John told me they _____ to the Kremlin the day before yesterday.
a) were going b) went c) had gone
6. Mother said she _____ a bad headache. Don't bother her.
a) have had b) had had c) had
7. Dorothy asked Margaret if she _____ buy a new dress in the nearest future.
a) was going to b) had gone c) am going to
8. They told us they _____ the Tretyakov gallery next Sunday.
a) will visit b) would visit c) will have visited
9. Jack said that he already _____ the letter.
a) had written b) was writing c) wrote
10. They asked if the work _____ by tomorrow.
a) will be finished b) would be finished c) finishes
11. The teacher asked the boys if they _____ the sums.
a) solved b) had solved c) solve
12. Although they _____, they did not lose heart.
a) defeated b) had defeated c) were defeated
13. Our teacher taught us that virtue _____ its own reward.
a) is b) was c) were
14. Our holy books tell us that man _____ mortal.
a) is b) was c) were

15. He spoke so fast that I _____ understand anything.

a) could b) could not c) had not

16. This is the house where John _____ .

a) lives b) living c) is lived

17. He kept quiet that he _____ please me.

a) may b) can c) might

18. Just as I _____ the room, the bell rang.

a) entered b) enter c) will enter

19. Who told you that cows _____ on grass?

a) feed b) was feeding c) has fed

20. His health has improved since he _____ from the hills.

a) return b) would return c) Returned

21. He declared that he _____ it even if he saw it with his own eyes.

a) would not believe b) believe c) did not believe

22. If that man smoked less he _____ develop cancer.

a) will not b) had not c) would not

23. Tim was very upset yesterday because he _____ that he _____ his wallet.

a) realised / will lose b) had realised / lost c) realised / had lost

24. While mum _____ the VCD I hired, I _____ my assignment.

a) is watching / had finished b) was going to watch / finish c) was watching / finished

25. She _____ the house when I _____ to her after a long time.

a) has been cleaning / have gone b) had been cleaning / went c) is cleaning / am going

26. Some time ago, an interesting discovery _____ by archaeologists on the Aegean Island of Kec.

a) is made b) was made c) used to be made

27. For the time being we _____ for the exam, but this time tomorrow we _____ the best movie of this year.

a) are studying / will be watching b) study / will watch c) have been studying / are watching

28. James Bond always drank champagne in the novels, although he _____ to wine by the time he _____ it to the silver screen.

a) had switched / made b) has switched / has made c) switched / was making

29. By the end of tomorrow Dortmund _____ Chelsea Champions League Cup.

a) is eliminated b) will have eliminated c) has been eliminated

30. These days, people who _____ manual work, often receive far more money than clerks who _____ in offices.

a) have done / have worked b) are doing / are working c) do / work

Reported Speech

I. Choose the correct item.

1. "He will come tomorrow". She told me that he _____ tomorrow.
a) is coming b) will come c) would come
2. "I see the clouds". He told me that she _____ the clouds.
a) sees b) is seeing c) saw
3. "My mother is taking the bus to work tomorrow". He told me that his mother _____ the bus to work tomorrow.
a) is taking b) was taking c) will take
4. "I will call you". I told her that I _____ her.
a) will call b) would call c) would have called
5. "I have been there". She told me that she _____ there.
a) had been b) has been c) was
6. "I will be studying tomorrow". I told him that I _____ tomorrow.
a) will be studying b) would be studying c) will study
7. "Open the window!". He asked me _____ the window.
a) to open b) open c) opened
8. "I am happy". She told me that she _____ happy.
a) has been b) is c) was
9. "I have seen that movie". He told me that he _____ that movie.
a) had seen b) will have seen c) has seen
10. "I am flying to India tomorrow". He told me that he _____ tomorrow.
a) is flying b) was flying c) will fly
11. Christopher: "Do you want to dance?" Christopher asked me _____ to dance.
a) did I want b) whether I want c) if I wanted
12. Betty: "When did you come?" Betty wanted to know _____.
a) if I came b) when I had come c) when had I come
13. Mark: "Has John arrived?" Mark asked me _____.
a) if John had arrived b) had John arrived c) if had John arrived
14. Ronald: "Where does Maria park her car?" Ronald asked me _____.
a) if did Maria park b) where Maria parked her car c) where did Maria park her car

15. Elisabeth: "Did you watch the latest film?" Elisabeth asked me _____ the latest film.
- a) if had I watched b) if I had watched c) if did I watch
16. Mandy: "Can I help you?" Mandy wanted to know _____ help me.
- a) weather could she b) if could she c) if she could
17. Andrew: "Will Mandy have lunch with Sue?" Andrew asked me _____ have lunch with Sue.
- a) if Mandy would b) if would Mandy c) weather Mandy will
18. Justin: "What are you doing?" Justin asked me what _____.
- a) are they doing b) I was doing c) was I doing
19. Frank: "How much pocket money does Lisa get?"
Frank _____.
- a) wanted to know how much pocket money Lisa got b) wants to know how much pocket money Lisa gets c) wanted to know how much pocket money Lisa had got
20. Anne: "Must I do the shopping?" Anne _____.
- a) said if she had to do the shopping b) asked if she has to do the shopping c) asked if she had to do the shopping
21. Ian and Marvin: "We need new shoes." Ian and Marvin remarked (that) _____ new shoes.
- a) they needed b) they need c) we needed
22. Teacher: "Rachel has never been to Philadelphia." The teacher _____ (that) Rachel _____ to Philadelphia.
- a) told / wasn't b) asked / had never been c) said / had never been
23. Nick: "Walter doesn't eat meat." Nick _____ us (that) Walter _____ meat.
- a) said / hadn't eat b) told / didn't eat c) noticed / wasn't eating
24. Gloria: "I am sorry but I can't come to your birthday party because I am going away for the weekend."
- Gloria said that she _____ sorry but she _____ come to my birthday party because she _____ away for the weekend.
- a) is / couldn't / has gone b) was / couldn't / was going

c) was / was able to / had gone

25. Judy: "I have already written this paragraph four times". Judy _____ that paragraph _____ four times.

a) complained / had already written b) remarked / wrote c) said / has already written

Test

Participle Clauses.

I. Choose the correct item.

1. _____, she didn't mention her daughter's promotion.

a) Not wishing to boast b) Her not wishing to boast

c). Alice not wishing to boast

2. The company closed for a year of renovations, _____.

a) the boss leaving many employees looking for work. b) leaving many employees looking for work. c) left many employees looking for work.

3. _____, he had a long holiday.

a) Having finished the novel b) The novel finished c) The writer having finished the novel

4 _____ with his daughter's behaviour, he bought her sweets.

a) Her daddy pleased b) Pleased c) Having pleased

5 _____, Mark retired from international competition.

a) Having won every major judo title b) Won every major judo title

c) He having won every major judo title

6 _____, I feel that my training sessions are much better.

a) Taking my multivitamin b) Taken my multivitamin c). I taking my multivitamin

7 _____, the surface maintains its original appearance over time.

a) Cleaned with hot water and soap b) Cleaning with hot water and soap c) Having cleaned with hot water and soap

8 _____, he heard a strange noise that came from the ceiling.

a) Reached the top of the stairs b) John reaching the top of the stairs

c) Reaching the top of the stairs

9 _____, he had to stay home while his friends were out having fun.

- a) Without John having any money b) Not having any money
c) Not being had money
10. The boy _____ a blue parcel crossed the street.
a) carried b) having carried c) carrying
11. The battle _____ at this place was very significant.
a) fought b) fighting c) having fought
12. We were sitting in the bus shelter _____ for the rain to stop.
a) waiting b) waited c) having waited
13. _____ a little money, he travelled to Australia.
a) Saving b) Having saved c) saved
14. _____ along, they didn't see the car coming.
a) Having chatted b) Chatting c) Chatted
15. The reception, _____ carefully, was a great success.
a) prepared b) having been prepared c) be prepared
16. _____ by his mother, he didn't have to wait for the bus.
a) Picked up b) Picking up c) Having picked up
17. _____ her degree, she started to work for an international company.
a) Finished b) Finishing c) Having finished
18. _____ to the radio she didn't hear the doorbell.
a) Having listened b) Listened c) Listening
19. _____ yet, the room looked like a battlefield.
a) Not being tidied up b) Having tidied up c) Not having been tidied up
20. _____ a boyfriend, she flirted with every guy she met.
a) Not having had b) Not having c) Not had
21. Before _____ the house, he switched off the lights.
a) left b) leaving c) having left
22. _____ there before, he was stunned.
a) Not having been b) Not being c) Was
23. While _____ dinner, she cut her finger.
a) preparing b) having prepared c) prepared

24. When _____ around Ireland, I always stay in youth hostels.
a) travelling b) traveled c) having traveled
25. _____ him at the station, I drove straight to the supermarket.
a) Dropping b) Dropped c) Having dropped
26. While _____ on the phone, they forgot everything around them.
a) having told b) talking c) told
27. The conference _____ by non-governmental organisations was about globalisation.
a) planning b) planned c) having been planned
28. Irish people _____ in Great Britain have the right to vote in British elections.
a) having lived b) lived c) living
29. The problems _____ will be essential for your exam.
a) discussed b) discussing c) having discussed
30. Animals _____ plants are called herbivores.
a) eating b) eaten c) having eaten

Test

If-clauses.

I. Choose the correct item.

1. If I had more time, I _____ to your party yesterday.
a) would have come b) will come c) came
2. Give the book to Jane if you _____ it.
a) have read b) read c) will read
3. If you hadn't lost our flight tickets, we _____ on our way to the Caribbean now.
a) would be b) will be c) were
4. If you _____ dinner right now, I'll come back later.
a) have b) are having c) had
5. If we _____ off earlier, we wouldn't be in this traffic jam now.
a) had set b) have set c) will set
6. What would you do if you _____ of murder?
a) accused b) will accuse c) were accused
7. If I hadn't eaten that much, I _____ so sick now.
a) won't feel b) would not feel c) hadn't felt
8. We would take another route if they _____ the road.
a) haven't closed b) had not closed c) closed
9. She only _____ if she's in a good mood.
a) is singing b) sang c) sings
10. If she were sensible, she _____ that question, by which she offended him so much.
a) would not have asked b) won't ask c) wouldn't ask
11. _____ after their dog again if they go on holiday this year?
a) will you look b) would you look c) looked
12. I _____ the mail if it had contained a virus.
a) would not have opened b) won't open c) hadn't opened
13. _____ that strict if you'd known the truth?
a) Will you be b) Would you have been c) Will you have been
14. If I _____ to classical music, I _____ good poems.

a) listen / can write b) listens / will write c) will listen / write

15. Lisa _____ after her baby brother if her father _____ jogging.

a) look / go b) looks / will go c) must look / goes

16. If you _____ the train, you _____ in Sheffield before 8 pm.

a) take / should arrive b) takes / arrives c) will take / arrive

17. The girls _____ if they _____ the tickets yet.

a) harry / book b) harries / books c) should harry / haven't booked

18. If Phil _____ that, Sophia _____ .

a) do / scream b) does / will scream c) will do / screamed

19. If they _____ careful with the spelling of the new words, they _____ a good mark.

a) aren't / won't get b) won't be / get not c) be not / can get

20. You _____ orange if you _____ yellow to red.

a) get / add b) got / can add c) can get / will add

21. I _____ Emily my car if she _____ it.

a) lend / need b) lent / will need c) can lend / needs

22. If she _____ my dictionary, she _____ it back to me.

a) find / give b) finds / must give c) will find / gave

23. John _____ a new monitor if his mother _____ him euros.

a) buy / give b) buys / will give c) might buy / gives

24. If I _____ the film in the cinema, I wouldn't have watched it on TV again.

a) had seen b) saw c) see

25. They'd have been able to return the bottle if they _____ the labels.

a) don't tear off b) didn't tear off c) hadn't torn off

26. If you _____ for a little moment, I'll tell the doctor you are here.

a) wait b) waited c) will wait

27. If you _____ the volume down, the music _____ clearer.

a) turn / sounded b) turns / would sounded c) could turn / would sound

28. This song _____ the charts if they _____ it in a studio.

a) hit / will record b) might hit / recorded c) will hit / record

29. Your pencils _____ if you _____ your school bag more carefully.

a) wouldn't brake / packed b) will brake / have packed c) have broken / will pack

30. If the girls _____ to bed earlier, they _____ all through the lesson.

a) went /wouldn't yawn b) go / yawn c) will go / hadn't yawn

Test

Joining Clauses

I. Choose the correct item.

1. Fans wondered how an old man _____ walked with a limp could play football.
a) which b) who c) where
2. The team _____ scores the most points in this game will win the tournament.
a) that b) which c) where
3. Our ability to use language is one of the things _____ set us apart from animals.
a) who b) that c) which
4. Carmen is the only one of the applicants _____ has the ability to step into this position.
a) which b) that c) who
5. This is the house _____ our grandfather built.
a) which b) that c) who
6. They live in a house _____ looks a bit like a castle.
a) that b) which c) who
7. All the money _____ we had was stolen last night.
a) that b) which c) who
8. Alice is the only person _____ understands me.
a) that b) which c) who
9. Chris is the only person _____ I trust.
a) that b) which c) who
10. This is the place _____ I saw Robert for the first time.
a) that b) which c) where
11. Jessica is going out with a boy _____ brother is a swimming champion.
a) whose b) who c) that
12. This is the picture _____ Martin painted last week.
a) whose b) _____ c) that
13. I quite like the girl _____ you have invited to the party.
a) whose b) _____ c) that

14. A scientist is a person _____ asks questions and tries different ways to answer them.
a) who b) that c) whose
15. I won't ask Hannah anything _____ could embarrass her.
a) which b) who c) whose
16. People _____ had small children boarded the plane first.
a) who b) which c) whose
17. Can you see the car _____ is coming up the road?
a) which b) who c) that
18. The new gym _____ was built last year is better than the old one.
a) where b) that c) whose
19. Yesterday, I met a girl _____ was in my class in primary school.
a) which b) where c) who
20. I bought a stopwatch _____ broke after a week.
a) whose b) who c) which
21. This is the house _____ we lived when I was a child.
a) which b) where c) whose
22. I'm phoning the person _____ car is parked in front of the gate.
a) whose b) who c) that
23. The shop _____ I bought my table tennis bat is closed today.
a) who b) which c) where
24. There is a swimming pool _____ we swim every morning.
a) who b) which c) where
25. The television _____ was bought 20 years ago was stolen.
a) that b) were c) who
26. The customer liked the waitress _____ was very friendly.
a) who b) which c) whose
27. The man _____ I saw told me to come back today.
a) who b) whom c) that
28. People _____ rents have been raised can appeal.
a) whose b) who c) that

29. The film is about a spy _____ wife betrays him.
a) whose b) whom c) who
30. This is the picture _____ caused such a sensation.
a) who b) whose c) which
31. The stairs _____ lead to the cellar are rather slippery.
a) which b) who c) where
32. The ladder _____ I was standing on began to slip.
a) ____ b) where c) whose
33. Ann, _____ children are at school all day, is trying to get a job.
a) who b) whose c) whom
34. Have you seen the photographs _____ Ann took?
a) ____ b) where c) whose
35. What's the name of the hotel _____ we stayed?
a) when b) where c) which

Таблиця неправильних дієслів (Irregular verbs)

Verb/Infinitive	Past Simple	Past Participle	Translation
1. arise	arose	arisen	виникати, з'являтися
2. awake	awoke	awoken	прокидатися, будити
3. be	was/were	been	бути
4. bear	bore	born	носити, народжувати
5. beat	beat	beaten	бити
6. become	became	become	ставати
7. begin	began	begun	починати
8. bet	bet	bet	битися об заклад
9. bind	bound	bound	зв'язувати
10. bite	bit	bitten	кусатися
11. bleed	bled	bled	кровоточити
12. blow	blew	blown	дути
13. break	broke	broken	ламати
14. breed	bred	bred	розводити
15. bring	brought	brought	приносити
16. build	built	built	будувати
17. burn	burn/burned	burnt/burned	палити
18. burst	burst	burst	вибухати, розривати
19. buy	bought	bought	купувати
20. cast	cast	cast	кидати
21. catch	caught	caught	ловити
22. choose	chose	chosen	вибирати
23. come	came	come	приходити
24. cost	cost	cost	коштувати
25. cut	cut	cut	різати
26. dare	dared	dared	сміти, наважуватись
27. deal	dealt	dealt	мати справи
28. dig	dug	dug	копати, рити
29. do	did	done	робити
30. draw	drew	drawn	тягти, креслити
31. dream	dreamt	dreamt	мріяти, бачити сон
33. drink	drank	drunk	пити
34. drive	drove	driven	водити, керувати
35. dwell	dwelt	dwelt	жити, мешкати
36. eat	ate	eaten	їсти
37. fall	fell	fallen	падати
38. feed	fed	fed	годувати
39. feel	felt	felt	відчувати
40. fight	fought	fought	боротися

41. find	found	found	знаходити
42. fly	flew	flown	літати
43. forbid	forbade	forbidden	забороняти
44. forecast	forecast	forecast	передбачати, завбачати
45. foresee	foresaw	foreseen	передбачати
46. forget	forgot	forgotten	забувати
47. forgive	forgave	forgiven	прощати
48. freeze	froze	frozen	морозити
49. get	got	got	отримувати
50. give	gave	given	давати
51. go	went	gone	ходити
52. grow	grew	grown	рости, вирощувати
53. hang	hung	hung	вішати, висіти
54. have	had	had	мати
55. hear	heard	heard	чути
56. hide	hid	hidden	ховати(ся)
57. hit	hit	hit	ударяти
58. hold	held	held	тримати
59. hurt	hurt	hurt	поранити, завдати болю
60. keep	kept	kept	тримати
61. kneel	knelt	knelt	стояти навколiшки
62. knit	knit/knitted	knit/knitted	в'язати, з'єднувати
64. know	knew	known	знати
65. lay	laid	laid	класти
66. lead	led	led	вести, керувати
67. lean	leant/leaned	leant/leaned	нахиляти(ся)
68. leap	leapt	leapt	стрибати
69. learn	learnt	learnt	вчити
70. leave	left	left	залишати
71. lend	lent	lent	позичати
72. let	let	let	дозволяти, пускати
73. lie	lay	lain	лежати
74. light	lit	lit	запалювати
75. lose	lost	lost	губити
76. make	made	made	робити
77. mean	meant	meant	означати
78. meet	met	met	зустрічати
79. mislead	misled	misled	вводити в оману
80. misspell	misspelt	misspelt	робити орфогр.помилки

81. misunderstand	misunderstood	misunderstood	неправильно розуміти
82. overcome	overcame	overcome	перемагати
83. partake	partook	partaken	підслуховувати
84. pay	paid	paid	платити
85. prove	proved	proved/proven	доводити
86. put	put	put	класти
87. read	read	read	читати
88. rebuild	rebuilt	rebuilt	відбудовувати
89. retell	retold	retold	переказувати
90. rewrite	rewrote	rewritten	переписувати
91. rid	rid	rid	звільняти, позбавляти
92. ride	rode	ridden	їхати верхи
93. ring	rang	rung	дзвонити
94. rise	rose	risen	сходити, вставати
95. run	run	run	бігти
96. say	said	said	казати
97. see	saw	seen	бачити
98. seek	sought	sought	шукати
99. sell	sold	sold	продавати
100. send	sent	sent	відсилати
101. set	set	set	ставити, розміщувати
102. shake	shook	shaken	трусити
103. shine	shone	shone	світити, блищати
104. shoot	shot	shot	стріляти
105. show	showed	shown/showed	показувати
106. shut	shut	shut	закривати(ся)
107. sing	sang	sung	співати
108. sink	sank	sunk/sunken	тонути
109. sit	sit	sit	сидіти
110. sleep	slept	slept	спати
111. slide	slid	slid	ковзати
112. smell	smelt/smelled	smelt/smelled	відчувати запах
113. sow	sowed	sown/sowed	сіяти
114. speak	spoke	spoken	розмовляти
115. speed	sped	sped	поспішати
116. spell	spelt/spelled	spelt/spelled	читати по літерах
117. spend	spent	spent	витрачати
118. spill	spilt/spilled	spilt/spilled	розливати
119. spin	spun	spun	прясти
120. spoil	spoilt/spoiled	spoilt/spoiled	псувати
121. spread	spread	spread	поширювати, простягати

122. spring	sprang	sprung	стрибати
123. stand	stood	stood	стояти
124. steal	stole	stolen	красти
125. stick	stuck	stuck	додержуватися
126. stride	strode	stridden	крокувати
127. strike	struck	struck	бити, страйкувати
128. string	strung	strung	зав'язувати, натягувати
129. strive	strove	striven	намагатися, старатися
130. sunburn	sunburned	sunburned	загорати
131. sweep	swept	swept	підмітати
132. swim	swam	swum	плавати
133. swing	swung	swung	коливати, хитати
134. take	took	taken	брати
135. teach	taught	taught	навчати
136. tear	tore	torn	рвати
137. tell	told	told	казати
138. think	thought	thought	думати
139. throw	threw	thrown	кидати
140. undergo	underwent	undergone	зазнавати
141. understand	understood	understood	розуміти
142. undo	undid	undone	розв'язувати, розстібати
143. upset	upset	upset	засмучувати
144. wake	woke	woken	будити, прокидатися
145. wear	wore	worn	носити
146. weep	wept	wept	плакати
147. win	won	won	перемагати
148. wind	wound	wound	заводити годинник
149. withdraw	withdrew	withdrawn	відкликати
150. write	wrote	written	писати

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